

THE EFFECT OF MULTI-NATIONAL TEAM  
MEMBERSHIP ON COMMUNICATION AND  
PARTICIPATION EFFECTIVENESS

By

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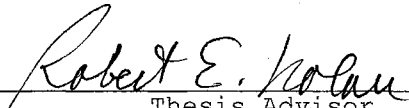
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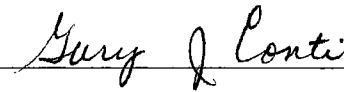
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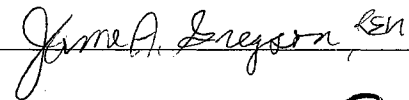
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## CHAPTER I

### INTRODUCTION

#### Nature of the Problem

The hierarchical style of organization structure and scientific management approaches were very successful for American business organizations until the early 1970s when the United States found itself in a global economic marketplace. Suddenly output by itself was not enough to keep us competitive in a worldwide market. American firms needed to provide increased perceived value and quality to its customers. American firms found themselves in a new competitive world that they had not faced before and began the search for more effective and efficient approaches.

American organizations began to search for and utilize various approaches from other organizations worldwide. The search was on for more effective and efficient management styles. Some of the approaches utilized by American firms involved the implementation of workplace democracy concepts through employee empowerment, employee teams, valuing

diversity and the increased number and value of knowledge workers.

These approaches were heralded as the solution for improving productivity, perceived value, and the quality of American products. Becker, Golomski, and Lory(1994) provided estimates that indicate more than 80% of American firms have implemented some form of employee teams or employee involvement programs in order to improve their competitive position.

Becker, Golomski, and Lory(1994) found that approximately 60% of all employee involvement approaches implemented by American firms have been less than successful. These failures have been in the utilization of the tools and strategies necessary to fully implement these approaches.

At the same time, American society has been in a process of profound transformation during the last few decades. The workforce of today is significantly different from previous decades in its level of education and ethnic background. The approaches and techniques of workplace democracy espoused in the past decades may not be effective with this new workforce of today.

The increased level of education among the general populace and our changing demographics have impacted American business organizations as they seek workers during

an era of very low unemployment. According to the U.S. Department of Labor Report Futurework, Trends and Challenges for work in the 21<sup>st</sup> Century (1999):

Nearly 83 percent of all adults ages 25 and over have completed high school and 24 percent have obtained a bachelor's degree or more. This is a dramatic increase from just 30 years ago, when fewer than 54 percent of this group had completed high school and fewer than 10 percent had completed college. And as the younger populations age, the average educational attainment of the population will continue to rise.

(p. 4)

One major factor that has influenced our workforce has been the record number of foreign born individuals from various ethnic backgrounds. Lapham, Montgomery, & Niner(1993) stated that we currently have the "largest number of foreign born individuals in our history and the highest proportion of foreign born in the past 40 years"(p. 2). Estimates are that currently approximately 10 percent of our population is foreign born.

With this increase it was found in the 1990 Census of Population and Housing that according Lapham, Montgomery, & Niner, (1993) "...about 80 percent of recent immigrants speak a language other than English at home" (p. 6) and many have reported that they do not speak English well. This

difficulty in understanding English might have an influence on work performance and participation in various employee involvement efforts.

This finding is reinforced by information from the Oklahoma State Department of Commerce Demographic Forum (1990) which reported that 24,194 (37%) of the 64,562 foreign-born Oklahoma residents indicated they did not speak English very well. This inability to speak English very well may create barriers in the employment arena for these foreign-born residents.

Expanding the Oklahoma scene to the national scene, it is interesting to compare this to Kirschten(1999) who noted: "Record numbers of immigrants-mostly from Latin America and from Asia-along with their U.S.-born children account for more than two-thirds of the nation's population growth since 1990". (p. 104)

Adding to this diversity issue is the possible difficulty faced by foreign-born of understanding English. Many might not fully understand, or comprehend messages being shared with them by their employer or team leaders. This difficulty may support the view of Johnson(1993) that one of the primary failures in employee involvement team efforts is the lack of clearly communicating and sharing what is expected from a team. This failure may be from an unclear vision, or it may be due to a language barrier that



may be faced by foreign-born team members within the organization.

Language may be a barrier in effective communication between multi-national team members. However, language may not be the only significant barrier as multi-national cultural values may be a greater barrier to the communication and participation process necessary for effective teamwork.

Thomas(1999) points out that the personality characteristics, values and norms learned by foreign-born during their early socialization and education may be important to our understanding of workteam communication processes.

A significant difficulty of understanding the interpersonal dynamics of a workteam composed of various personality characteristics, values and norms of a multi-national workforce is explained by Lembke and Wilson(1998) as: "The overlap of team and individual activities, the different backgrounds, expectations, and interpersonal styles of people, and work pressures or restrictions make it difficult to apply traditional group dynamics models...".(p. 927)

This difficulty in applying traditional group dynamics models to multi-national workteams is further explained by Lembke and Wilson(1998) as a conflict between the concept of

individual views versus group views. These beliefs and feeling help to determine the appropriate response to information and only one set of views may be responded to at the same time. An individual may not hold individual views and group views at the same time.

Hogg, Terry and White(1995) explained the Social Identity Theory as: "... social identity theory is a social psychological theory that sets out to explain group processes and intergroup relations" (p. 255).

Group dynamics and interpersonal communication patterns play a significant role in the effective development of employee workteams. We need to fully understand the role and influence that multi-national cultural values play on the basic dynamics of interpersonal interactions among team members.

#### Purpose of the Study

The purpose of this study was to analyze communication approaches utilized in established multi-national workteams from 3 organizations in a large urban community in central Oklahoma.

#### Need for Study

One of the primary reasons current research falls

short is that many studies are conducted on groups that are not as culturally diverse as those that exists within private, for profit organizations (Watson, Johnson, Kumar, & Critelli, 1998). Most research studies do not deal with the same degree of diversity and the varied levels of education found within many work organizations. Frequently studies have been conducted using participants from college and university classes. According to Watson, Kamalesh, & Michaelson(1993) a number of studies have been conducted dealing with group effectiveness. However, one concern is that the studies do not utilize a mix of subjects that match the current workforce in the United States. This concern with the diversity mix does not enable researchers to provide effective guidance for managing multi-national work groups.

### Research Questions

Given the background discussed above, the following research questions guided this study.

1. What types of interpersonal interactions are present in the communication process of multi-national teams?
2. What are the approaches utilized by multi-national teams, team leaders and team supervisors to address the

significant differences in cross-cultural communication patterns?

3. What characteristics identified in the social identity theory are present in communication patterns within multi-national teams?

#### Definition of Terms

The following terms used in this study are defined as:

Workplace democracy - A process of providing an opportunity for employees to have input to decisions and actions taken dealing with their jobs.

Employee involvement - A management system which allows employees to become involved in joint decision-making. Employee involvement is one of several workplace democracy techniques.

Total Quality Management - A management approach dealing with the policies and practices of improving the quality of products and services. Specific management policies and specific quality improvement tools and techniques are included in a T.Q.M. approach.

Employee empowerment - A management approach which allows employees to become actively involved in joint decision-making. Employee involvement is one of several workplace democracy techniques.

Employee teams - An organization of employees in a work area who join together to make decisions to improve the quality of a product or service.

Diversity - The difference in cultural background, values and beliefs brought to the workplace by employees of different nationalities.

Knowledge workers - Employees that use their mental abilities instead of physical abilities to perform their work. Physical activities may not be observable since much of the effort of knowledge workers is in thinking, creating, writing and communicating ideas.

Multi-national teams - Employee teams composed of U.S. and foreign-born members from a common work area or cross-functional work area.

Culture - The basic values and beliefs that are learned from an individual's society and prior education. These values and beliefs may help guide individuals in their daily decision-making and interpersonal communication approaches.

### Assumptions

For the purpose of this study the researcher accepted the following assumptions:

1. The identified teams were representative of all teams at the organization.

2. The responses and interpersonal communication process observed during the time period of the study was representative of the long-term process.

3. The information provided by the organization and members of the various workteams was accurate.

## Chapter II

### Review of Literature

The purpose of this chapter is to review the literature pertaining to the development of workplace democracy concepts and characteristics of workplace democracy. Five topics will be reviewed dealing with workplace democracy: (a) historical review of organizational structures; (b) beginning of workplace democracy; (c) team characteristics; (d) changing workforce demographics and characteristics; (e) social identity theory and its application to workplace democracy and teams.

#### Historical Review of Organizational Structure

Early in the 20th century, the owner and owner's family managed most business organizations in the United States. During the early 1900's, many of these organizations reached a level of success that prevented the owner from maintaining complete control. In order to continue successful operations, professional managers were hired and hierarchical structures were developed for the organization.

Frederick Taylor's scientific management, the process of breaking a task down into its most elemental repeatable tasks became the accepted method to increase the productivity and efficiency of an organization. This scientific management approach was based upon Taylor's view (as cited by Leavitt and Pondy 1964):

Now one of the very first requirements for a man who is fit to handle pig iron ... is that he shall be so stupid and so phlegmatic that he more nearly resembles ... the ox than any other type ... he must consequently be trained by a man more intelligent than himself(p. 544).

This scientific management approach utilized over time tended to increase the distance between employer and employees. The top-level decision-makers of an organization became more distant from those who were responsible for performing the production tasks(Levy and Sampson, 1962). This tended to make the employees feel distance and unaffected by the outcomes of their efforts. Productivity and output were the organization's primary concern, as profits would accrue as basic output was increased.

This type of organization performance and process was successful in the United States during the 20th century until the consumer became aware of quality. The Scientific Management approach continued until the early 1970s when



suddenly, output by itself was not enough; business organizations had to have increased quality. Consumers had found the concept of quality and were searching for products with higher levels of perceived quality and performance. American business firms found themselves in a competitive world that they had not faced before. The scientific management concepts were no longer effective approaches. American business organizations began a search for different scientific management answers that would be effective in this competitive marketplace.

#### Beginning of Workplace Democracy

One of the first organizations that began to provide new approaches and answers was Volvo, a Swedish company. Volvo had implemented a concept of involvement in the assembly of automobiles. This was an entirely new approach to American business organizations, but Volvo had achieved major improvements in its production level and quality levels through a process of employee involvement. Volvo had found that employees react to inhuman conditions and treatment in very predictable ways. The reaction included job-hopping, increased absenteeism, poor work attitudes, and even mischief or sabotage on production lines (Gyllenhammar, 1977).

American firms studied this approach and they began to implement these types of approaches in American organizations. These initial approaches were the beginning of the Total Quality Management (T.Q.M.) concept, workplace democracy, in the United States. The American automotive industry is credited with the initial implementation of workplace democracy concepts including employee involvement, profit sharing concepts and employee teams.

During the past three decades we have seen a major increase in the number of employee involvement programs and employee teams. Estimates indicate that more than 80 percent of American firms have implemented some form of workplace democracy efforts or employee involvement teams (Becker, Golomski and Lory, 1994).

Among these approaches utilized by American organizations has been the implementation of workplace democracy through employee involvement, employee empowerment, employee teams, valuing diversity and the increased number and value of knowledge workers. Many organizations developed and implemented workplace democracy utilizing one or more of these identified approaches.

#### Characteristics of Workplace Democracy

Skelley(1989) stated that workplace democracy is a natural outcome of the philosophical tradition of Jean-Jacques Rousseau. Jean-Jacques Rousseau believed that the purpose of education was to release the talents and gifts of a child, to develop fully the potential of that child. The basic question raised by Rousseau was who has the right to impose their views or beliefs on others. Rousseau felt that each individual should develop their own potential and views. Skelley(1989) feels that the purpose of workplace democracy is to release the talents and gifts of employees, and to help employees further develop these talents and gifts. No organization or individual in that organization has the right to direct the thinking of another or impose their thoughts and beliefs upon others.

Skelley(1989), in summarizing assumptions and values of workplace democracy outlined by other researchers, identified nine assumptions that must be present in order for workplace democracy to be effective. Among these assumptions is that entry level employees in a work community tend to suffer the most from the lack of active participation in work issues and communication. Another assumption is that the skills and knowledge gained through workplace involvement have application in the social sphere of individuals.

Kincheloe(1995) states that in order to have a minimum level of workplace democracy four characteristics or principles must be present. These characteristics or principles include: (1) employees must be actively involved in the planning process for changes in their work areas; (2) employees must be provided more freedom in making daily decisions affecting their jobs; (3) all employees must share in the economic benefits accruing from these decisions; (4) employees must be given the right to freely choose not to participate in the planning process and the decision-making process if all these characteristics or principles are not present.

Kincheloe(1995) felt that the employees of an organization must be protected from the views and actions of management if workplace democracy was to be effective. According to Kincheloe(1995), "For the workplace to be genuinely democratized, it must demand an arrangement that guarantees workers' voices will be heard and that shields them from the capricious exercise of management prerogative" (p. 67).

Russell(1997) identified three reasons why workplace democracy and communication tend to work together. These three points are based upon and provide detail on some of the necessary conditions for effective workplace democracy to thrive.

According to Russell(1997), the first point is that an employee's inability to communicate effectively will reduce that employee's level of active participation in the workplace. Employees in work situations where communication is not possible due to environmental issues such as noise, distance, climatic conditions may not participate in workplace democracy programs as those not in similar working conditions.

The second point made by Russell(1997) is that the level of communication on a job may be determined by the nature of the work itself. Some work requires a higher level of communication and involvement. The higher level of participation may be due to the type of work and not necessarily to any workplace efforts from the organization.

The last point made by Russell(1997) was that some individuals require more democratic communication and involvement in their work. The level of communication and involvement may be a factor of the individual and not necessarily the job or efforts from the organization. Some individuals, due to their personality may want more communication and involvement.

These three points from Russell(1997) take us from a theoretical view of democracy in the workplace to a more practical view that effective workplace democracy is based upon the job itself and the importance of communication.

The implementation of workplace democracy may have certain preconditions that must be present.

Russell(1997) identified these three points, but the question is, are they all of equal importance? The first dealing with communication skills as a precondition for effective participation may not be present in all situations.

According to Caudron(1994), we tend to value the "self-made" individual, the "Lone Ranger". Participative functions are not emphasized during our education process and do not appear to be valued in United States society. The individualistic approach tends to be favored in some situations. In these situations, the precondition of communication skills is not present. In these situations, the individual is "self-made", not wanting to share information with others. This sharing might reduce the value and importance of what is being done. Credit may have to be shared and our perceived value may be diminished.

#### Team and Team Characteristics

A search of literature sources will review hundreds of articles and studies that pertain to teams. Each of these articles and studies may have a slightly different definition of teams. For the purpose of this research, we defined teams as a group of individuals using their skills

and knowledge to achieve a common goal. These individuals are committed to each other and they hold themselves responsible for achieving their common goal.

Katzenbach and Smith(1993) defined teams as, "A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable"(p. 45).

Numerous articles and research projects on teams have provided a number of basic definitions, but there are several common identifiable characteristics used in these writings. These common characteristics of team definitions include: (a) a collection of individuals; (b) who share a common goal; (c) and the individual hold a degree of responsibility for achieving that common goal(Janz, Colquitt, and Noe, 1997; Senge, Kleiner, Roberts, Ross, and Smith, 1994).

According to Janz, Colquitt and Noe(1997) a number of different models exist explaining team functioning, but many of the individual characteristics are similar. They cite a basic model developed by Campion, Medsker and Higgs(1993) that includes and summarizes many of the basic characteristics discussed by others dealing with team functioning. This model is an effective model to show the

various factors and interrelationships of characteristics of teams.

This model developed by Campion, Medsker and Higgs(1993) includes the characteristics of job design, interdependence, composition, context, and the actual process. Each of these basic themes or characteristics involves a number of different and diverse factors. To fully understand current issues in workplace democracy and teamwork we must further define each of these characteristics.

#### Job Design

Job design includes the organizational structure and its relationship to the functioning of a team. The organizational structure may create barriers in the implementation and acceptance of an employee involvement process. Organizational structure includes factors of information flow, the timing of information sharing, the decision-making processes, and the method used to in the establishment of work groups and their level of responsibility.

Manufacturers in the United States have found that the old style or approach is not providing the level of quality and functionality that customers are demanding. As a result of this change many factors have to be changed in the basic design of the organization and the method of deciding the



most effective manner of getting out the product. In the past, these decisions were within the realm of engineers and management. Managers were taught that they made the basic decisions in the organization. Employees were viewed as simply extensions of the machines and not expected to add to the process.

United States manufactures found that they could no longer compete successfully using this basic philosophy. In their efforts to improve and become competitive, they began the journey towards more employee involvement. Today, we find that employee involvement has become a component and a characteristic of high performing, successful organizations(Wright and Brauchle, 1994).

For the purpose of employee involvement activities, job design can be defined as a group of employees who together are able to: (a) understand customer or organizational wants and expectations; (b) understand the flow of work through the organization; (c) identify where things go wrong; (d) identify who needs to work together in order to correct problems; and (e) change the organization to match these points(Axelrod, 1994).

### Interdependence

This characteristic comes primarily from the work of Guzzo and Shea(Guzzo and Shea, 1982, Shea and Guzzo, 1987) and is a characteristic that defines the purpose of the team

and its level of performance. Interdependence may be a factor in the motivation of team members by increasing the sense of a common goal for the team. This increased motivation may lead to a higher level of value for the group or team accomplishment and the overall effectiveness of the team.

There are 3 types of interdependence. The first is task interdependence, which includes member interaction and dependency on one another in relation to how the job or work gets done. Secondly is goal interdependence. We are often evaluated on predetermined and agreed upon goals. Ideally there is an incentive to accomplish these goals and that incentive is what motivates us. Groups tend to be more effective if the goals have been clearly defined. Third, is outcome interdependence, which links feedback and rewards to the group's performance in order to motivate group-oriented behavior.

### Composition

Composition includes factors such as the mix of team members, size, and interest in involvement activity. The team membership and its heterogeneity have been found to have a positive influence on performance. An aspect of team heterogeneity is the ability of team members to learn from each other during the performance of the assigned tasks.

Composition may also involve the relationship of the team to the entire organization or the team. According to Campion, Medsker and Higgs(1993) the perceived desire of the team to either work together as a workgroup or as individuals may have an influence on their performance levels. While this may have an influence on the performance of the team, little research has been conducted at the group level to determine the effect.

### Context

Context includes the factor of management support to achieve the group goals. Management support may involve supplying necessary tools and information to the team that is required. Management support also involves the level of assistance provided when needed by the team or a member of the team. This support can be in the form of effort, or in a coaching process to assist the team in the development of skills they may not possess.

Another factor involved in the context characteristic is the level of training provided to the team. Training has been researched and determined to play a major role in the level of team effectiveness and performance. The training effort included an understanding of the basic team philosophy, group decision-making approaches, and interpersonal skills.

Another issue of context is the communication process and the level of cooperation between the team and the overall organization or levels of management within the specific organization. Each of these factors may have an important effect upon teams and their performance levels. The area of intergroup communication and its influence on performance within the team has not been researched extensively according to Guzzo and Shea(1982).

### Process

There are four process characteristics that include potency, social support, workload sharing, and communication and cooperation. Potency is the belief by a group that it can be effective. Bandura(1982) describes group potency as being similar to "team spirit". Team spirit is another way of saying that a group has cohesion and unity. Hackman(1987) stated that groups with team spirit(potency) are more committed and willing to work hard for the group.

Another characteristic of process is social support and sharing. Social support suggests that effectiveness is enhanced when members help one another and have positive social interactions with each other(Campion, Medsker, & Higgs, 1993). Workload sharing is a process characteristic that prevents social loafing or free riding within the

group. Ideally, to enhance sharing among group members, individual members must believe that their contributions to the group will enhance performance outcomes, and that they can be distinguished from the other members.

Finally, effective process includes communication and cooperation with the work group. In order for teams to be effective, they require constant information to gain knowledge about complex task demands (Campion, Medsker, & Higgs, 1993). Communication also includes feedback from managers throughout the life of the project. This enables members an opportunity to continue with the process, or adjust to meet the current project demands.

According to Hackman (1987) team effectiveness includes team performance as well as member's satisfaction with and commitment to the team in the areas of potency, social support, workload sharing, and communication and cooperation. Teams also require specific and achievable goals, frequent feedback, and an adequate amount of time to deal with group dynamics.

#### Team communication

The employee involvement process has required a major shift in the philosophy of managers in the United States. Our early education system appears to stress an individual's effort towards a specific goal. The concept of working

together to accomplish goals appears to be contrary to our education and our culture. We value the self-made individual, the Lone Ranger approach. Just the process of employee involvement is a major barrier for many organizations to overcome (Caudron, 1994).

This shift to workplace democracy has created a role clarification problem in organizations. Woodward and Buchholz (1987) outline four basic premises that seem to interfere with the acceptance of change. These four basic premises are; (a) change is controlled and implemented by others; (b) change is an emotional experience; (c) behavior can control acceptance of change; (d) and one must accept change for oneself first before one can change others.

These four change premises point to an area that needs to be addressed in order to insure the effective implementation of workplace democracy or employee involvement type programs. Without addressing these four premises any major shift in the basic operating philosophy of an organization may not be fully accepted, and there may not be a shift in the underlying belief and behavior. The change can be viewed as a short-term attempt to manipulate and control the actions of employees in a predetermined direction.

In order to prevent such feelings, with their resultant behavior, organizations must insure that their intent, and their mission is fully understood by all members of the organization. This may require a continuous educational or

training process for all employees. This process is not a one-time effort, but must be on going. Caudron(1994) stated:

If you have managers who understand their new role, you have clearly identified the company mission, and employees believe you are serious when you say they can make decisions on their own, will teams begin to work at that point? Not without training, training, and more training(p. 46).

There are a number of elements or points identified by Waldman(1994), that are important from an organizational perspective in order to effect change. Without these elements or points, the change efforts of the organization may appear to be simply a series of unrelated, ineffective activities. These eight elements are: (a) upper management commitment must demonstrate support for the change; (b) provide a definition of the overall process and the changes that involve the customer and their expectations; (c) commitment to appropriate leadership practices; (d) development of an appropriate organizational culture; (e) involvement of all employees in a co-operative effort; (f) commitment to employee improvement through a training process.

Each of these points or elements must be accomplished through an educational or training process. Training and education by itself is not sufficient to change the culture or philosophy of an organization. Each of these elements is interrelated to an attempt to change an organization's

culture and philosophy. Many times very little or no attempt has been made to show or understand the interrelationships that exist. However, research has shown that there is a relationship between variables outside of the individual and the level of effective work performance that exists within an organization(Waldman, 1994).

### Changing Workforce Characteristics

Our society has been in a process of a significant transformation during the last few decades. This significant transformation has been in our attitude towards work and its relationship to our feeling of self-worth and in the basic demographic background of our current workforce. Employees today have a higher level of education and are more culturally diverse than at any other time in our history. Organizations need to be aware of these changes and its influence on employee attitudes.

### Influence of Changing Educational Level

This increased level of education, as reported by the U.S. Department of Labor(1999), and our changing demographics have found their way into American business organizations. The skill level of employees today may not match the requirement of employers. While we may have a



higher level of education, organizations are striving to improve the knowledge and skills of current and future employees.

The U.S. Department of Labor(1999) reported that, "With more than 1600 corporate training institutions already established, the number of "corporate universities" could surpass the number of traditional universities by the year 2010"(p. 13).

#### History of Immigration into the United States

In order to better understand the significance of the influence of immigration we need to review the immigration trend from a historical perspective. According to Schmidley and Campbell(1999), the foreign-born population in the United States has increased every decade until the 1920s, when it began to decline. This decline continued until the 1970s.

Schmidley and Campbell(1999) reported the number of immigrants increased in general each decade from 1820 until 1910. Exceptions to this increase occurred during the 1860s due in part to the U.S. Civil War, and the 1890s due to the economic depression and the closing of the western frontier.

Even with the exceptions during the 1860s and the 1890s, the number of immigrants increased from 0.1 million

in the 1820s(the first decade data was collected) to 8.8 million during 1910s. The 8.8 million immigrants during the 1910-decade is the highest for a single decade(Schmidley and Campbell, 1999).

Immigration after the 1910s declined due to several factors. The main factors effecting immigration included the beginning of World War I and the passing of legislation more restrictive to open immigration.

Legislation enacted in 1921 and 1924 established a national origin quota system and severely limited immigration into the United States. These national origin quotas seemed to favor the immigration of individuals from countries in the Western Hemisphere and countries in Northern or Western Europe(Schmidley and Campbell, 1999).

This lower level of immigration continued during the decades of the 1930s and 1940s due to both worldwide economic conditions during the decade of the 1930s and then the beginning of World War II. One of the factors that led to this decline was the restrictive national origin quota established in legislation passed in 1921 and 1924 which remained in effect until its elimination by the Immigration Act of 1965.

The Immigration Act of 1965 and subsequently the Immigration Reform and Control Act of 1986 permitted previously undocumented aliens to obtain lawful residence

status and increased the annual quota. This has had the effort of again increasing the annual level of immigration into the United States.

#### Current Immigration Trends

Schmidley and Campbell(1999) reported there has been a continuation in the rapid growth in our foreign-born population in the past generation due primarily to large-scale immigration from Latin America and Asia. This rapid growth from Latin America has created a foreign-born population from this region that accounts for 51% of the foreign born population in 1997. The rapid growth in Latin American immigration is due in part to both economic and political events in Central and Latin America.

Chinchilla and Hamilton(1999) state:

The rapid growth in the number of Salvadoran and Guatemalan immigrants and the nature of their experiences after they arrive can be attributed to the circumstances under which they migrated and their reception here in the United States. In contrast to those who came for strictly economic reasons (as most Mexican immigrants) or primarily as refugees (as Cubans and Vietnamese), Central American immigrants

came for both political and economic motivations(p. 8).

The economic and political issues within these countries in Central America are not the only issues that created this increased level of immigration.

The increased presence, in Central American, of business organizations from the United States has had an impact on the level of immigration from this region.

The growing economic presence of the United States in Central America, particularly in El Salvador, during the 1960s and 1970s was a factor in the growth of Central American migration to the United States in the 1970s. During the 1980s, the conditions of war and political violence in the two countries spurred the massive growth in migration(Chinchilla and Hamilton, 1999 p. 20).

### Assimilation

One of the most pressing issues with immigration, especially from Central and Latin American as expressed by McConnell(1997) is assimilation. McConnell(1997) defines assimilation as a process to: "... encourage immigrants to adopt a primarily American political identity, and

reinvigoration of the Protestant ethic - which boils down to a readiness to work hard, make money, and get ahead" (p. 32).

While this may be the popular view of assimilation, many from Latin America and Central America may not view this as their primary objective. McConnell (1997) states there are three options dealing with assimilation available to immigrants: (1) create or join a radical movement; (2) organize themselves into aggrieved racial groups or (3) see themselves as still part of their origin.

McConnell (1997) discussed this third option, from the perspective of immigrants from Mexico. They prefer to maintain their culture and feel they are still part of their origin:

But the legacy of Chicano nationalism and Mexican history raises a third possibility: that Mexican-Americans will see themselves as part of the continuum of Mexican civilization. Mexico's proximity makes this a plausible option, in a way that it really is not for American blacks vis-à-vis Africa. (p. 34)

It is interesting to understand the attitude and view of the Mexican immigrants and the cultural values, and the educational views that are important to them.

McConnell (1997) states :

Generations of American children have skipped over the Mexican-American War of 1846-48 as a brief

skirmish, a blip in a history that includes the Revolutionary War, the Civil War, two World Wars, Korea, and Vietnam. But for Mexicans and Mexican-Americans with a sense of history it was a monumental event. Mexico lost half of its territory to a self-confident and expanding United States(p. 33).

These views of history are important to Mexicans and Mexican-Americans. They wish to continue holding onto their cultural roots. Rodolfo "Corky" Gonzales in 1967 wrote an often-quoted poem I am Joaquin(see Appendix A). This poem is read at many Hispanic meetings throughout the southwest. The message of the poem is that Mexicans and Mexican-Americans will not become assimilated into the values and beliefs of the Protestant ethic of the United States. They are stating that they will not accept this or be absorbed into the larger culture. They want and will continue to keep the culture of their ancestors.

McConnell(1997) discusses a popular text used in colleges dealing with Chicano programs. McConnell(1997) states:

... probably the most widely assigned text in the nation's burgeoning Chicano Studies programs - displays a map showing the "the Mexican republic" in 1822 reaching up into Kansas and Oklahoma, and

including within it Utah, Nevada, and everything west and south of there(p. 33).

### Cultural Characteristics

This lack of assimilation or even an interest in accepting the values of another culture may be explained in part by the research of Hofstede. Hofstede(1980), conducted an international study for IBM located in over sixty countries. This study dealt with the influence of multi-national cultural values in an organization setting. From this study, a four-dimension model was identified that deals with cultural differences and identified basic characteristics of a culture. A fifth dimension, the Confucian dynamism, was later added to the model in 1988(Hofstede and Bond, 1988).

These five dimensions include: (a) power distance; (b) uncertainty avoidance; (c) masculinity versus femininity; (d) individualism versus collectivism and (e) the Confucian dynamism will be discussed in the next section.

#### Power Distance

Hofstede's concept of power distance deals with human inequality within a culture. According to Hofstede(1984):

Inequality can occur in areas such as prestige, wealth, and power; different societies put different weights on status consistency among these areas.

Inside organizations, inequality in power is inevitable and functional. This inequality is usually formalized in hierarchical boss-subordinate relationships(p. 65).

Hofstede(1984) goes on to state that power distance is the amount of influence held by a superior in the view of a subordinate.

Hofstede(1984) defines power distance into two distinct levels. A large power culture would tend to believe that those in positions of power have special privileges and are different from everyone else within the culture. A small power culture would tend to believe that everyone is equal and an important purpose within society is to insure the equality distribution of power to all members of the culture.

Hofstede(1997) identified Key differences between small power distance cultures and societies and large power distance cultures and societies(see Appendix B).

#### Masculinity versus Femininity



The concept of masculinity versus femininity deals with the dominant values that exist within the culture.

Hofstede(1997) states:

Based on all the information about the distinctions between societies related to this dimension, it can be defined as follows: masculinity pertains to societies in which social gender roles are clearly distinct ( i.e., men are supposed to be assertive, tough, and focused on material success whereas women are supposed to be more modest, tender, and concerned with the quality of life); femininity pertains to societies in which social gender roles overlap(i.e., both men and women are supposed to be modest, tender, and concerned with the quality of life)(p. 82).

A masculine culture would tend to believe that the dominant values of members in the culture would include power, money and things. A feminine culture would tend to believe that the dominant value of members in the culture would include caring for others and the quality of life. All members of the culture regardless of gender hold these values.

Key differences were identified by Hofstede(1997) between feminine and masculine cultures and societies(see Appendix C).

### Uncertainty Avoidance

Uncertainty avoidance deals with extent to which we feel threatened by uncertain situations and create beliefs and institutions to avoid this threat. Hofstede(1997) defines this characteristic as: "...the extent to which the members of a culture feel threatened by uncertain or unknown situations. This feeling is, among other things, expressed through nervous stress and in a need for predictability; a need for written and unwritten rules"(p. 113).

Hofstede has developed two distinct levels and key differences between these levels(see Appendix D).

### Individualism versus Collectivism

The concept of individualism versus collectivism deals with the primary values that are stressed within a culture. An individualistic culture places extreme value on people looking after themselves and their immediate family. A collectivistic culture places its primary value on people belonging to large groups and looking after other members of the large group. Hofstede(1997) identified a number of key differences between collectivist and individualist societies(see Appendix E).

A collectivistic culture also places value on the status of the groups. One seeks to become part of a high status group. In many cultures, the name of the school or university one attends has importance. In some cultures, the employer is viewed as an in-group status item.

Hofstede(1980, 1984, 1997) indicates that the United States in general is very individualistic in social beliefs. Individualistic social beliefs place high value on individual accomplishment and rewards are based upon tasks completion.

This compares to very collectivistic social beliefs from many of the Central and South American countries. A collectivistic culture also places value on the status of the groups. With the influx into our workforce of Hispanic from these areas as previously discussed, the social beliefs displayed by employees at work may be in conflict.

Hofstede's concept of individualism-collectivism has been found to be a significant dimension to a number of social behaviors according to Smith, Dugan, Peterson, and Leung(1998). There are significant distinctions between individualism and collectivism. Smith et al.(1998) state: "In individualist societies, the distinction between in-groups and out-groups is relatively unimportant and values such as autonomy, competitiveness and self-sufficiency are emphasized"(p.352).

With collectivistic cultures according to Smith, Dugan, Peterson, and Leung(1998): "... behavior towards in-group members and values such as interpersonal harmony and group solidarity are emphasized"(p. 352).

With this realization, we must be aware of the multi-national culture values of our various team members and the potential workforce. This is especially important with the knowledge of the significant number of foreign-born citizens from Central and South America.

#### Confucian dynamism

The dimension of long-term orientation versus short-term orientation deals with basic time orientation and Confucian values. Hofstede and Bond(1988) identified this fifth dimension in a 22-country study using a Chinese Value Survey.

Previous cross-cultural studies had utilized surveys developed by Western researchers and had a Western bias. This Chinese Value Survey(CVA), developed by Chinese scholars, identified the fifth dimension, time orientation of a culture(Hofstede and Bond, 1988, Robertson and Hoffman, 2000).

According to Robertson and Hoffman(2000), a long-term orientation tends to reflect a culture that tends to "...associate more with the values of persistence, respect for

status, thrift, and having a sense of shame"(p. 57).

A short-term orientation, according to Robertson and Hoffman(2000), "...reveals a culture's orientation toward the present and past. Members of low Confucian Dynamism cultures value the relative importance of personal steadiness and stability, saving face, respect for tradition, and reciprocation of greeting, favors, and gifts"(p. 57).

Hofstede(1997) identified a number of key differences between long-term and short-term orientation societies(see Appendix F).

#### Cultural characteristics at work

Individuals beginning their work experience base their expectations upon prior learning in the family and in school. Their mental programming dealing with authority figures are transferred to the work environment. According to Hofstede(1997), they complement the parent-child and teacher-student roles with superior-subordinate roles.

#### Power distance at work

In large power distance cultures supervisors and subordinates realize that the organization is based upon a hierarchical system of inequalities. Subordinates expect

to be told what to do, much as they have experienced in family and school situations.

Hofstede(1997) identified several situational factors that are present in organizations based upon large power distance cultures. Included in these factors are:

There are a lot of supervisory personnel, structured into tall hierarchies of people reporting to each other. Salary systems show wide gaps between top and bottom in the organization. Workers are relatively uneducated and manual work has a much lower status than office work. Superiors are entitled to privileges(private laws) and contact between superiors and subordinates are supposed to initiated by the superiors only. The ideal boss, in the subordinates' eyes, is a benevolent autocrat or 'good father' (p. 36).

In small power distance cultures supervisors and subordinates consider themselves as equals and the organizational hierarchical system is established only for convenience and the roles may change quickly. The organizational hierarchy tends to be flat pyramids and there are a limited number of supervisors.

Other factors present in small power distance organizational cultures according to Hofstede(1997) are:

Salary ranges between top and bottom are relatively

small; workers are highly qualified, and high-skill manual work has a higher status than low-skill office work. Privileges for higher-ups are basically undesirable, and all should use the same parking lot, toilets, and cafeteria. Superiors should be accessible for subordinates, and the ideal boss is a resourceful (and therefore respected) democrat. Subordinates expect to be consulted before a decision is made that affects their work, but they accept that the boss is the one who finally decides (p. 36).

#### Masculinity and femininity at work

In a culture that accepts the values of masculinity, the society instills in individuals the work traits of competition, ambition, assertiveness, results and rewards based upon performance. In this type of culture, people are expected to aspire to career advancement, and hold a belief that states 'live in order to work', be a decision-maker based upon facts and not feelings (Hofstede, 1997).

Hofstede (1997) stated:

Based on their cultural characteristics, masculine versus feminine countries excel in different types of industry. Industrially developed, masculine cultures have a competitive advantage in manufacturing, especially in large volume; doing things efficiently,

well, and fast. They are good at the production of big and heavy equipment and bulk chemistry. Feminine cultures have a relative advantage in service industries like consulting and transportation, in manufacturing according to customer specification, and in handling live matter such as high-yield agriculture and biochemistry(p. 95).

#### Uncertainty avoidance at work

Laws and rules are two of many methods used by cultures to prevent uncertainties in society. Strong uncertainty avoidance cultures tend to create a number of laws and rules pertaining to the rights and duties of employees and employers. These rules may be internal rules and guidelines used to control the work process and routines.

According to Hofstede(1997) cultures with a strong uncertainty avoidance "... leads to the establishing of rules or rule-oriented behaviors which are clearly nonsensical, inconsistent, or dysfunctional..."(p. 121). Hofstede(1997) further states that:

In countries with very weak uncertainty avoidance there rather seems to be an emotional horror of formal rules. Rules are only established in case of absolute necessity, such as to determine whether traffic should



keep left or right. People in such societies pride themselves that many problems can be solved without formal rules(p. 121).

### Individualism and collectivism at work

Hofstede(1997) identifies that in an individualist organizational culture an individual is expected to watch out for their own interests and work should be based upon this self-interest. Organizations tend to not hire the relatives of current employees. The hiring of family members might lead to a conflict of interest and many organizations have rules that family members may not work in the same organization.

The principles of management deal with the management of individuals and pay is based upon the individual's performance. According to Hofstede, "A standard element in the training of first-line managers is how to conduct 'appraisal interviews'; periodic discussions in which the subordinate's performance is reviewed"(p. 66).

In a collectivist culture an individual is not hired, but a member of an in-group is hired. This individual will act in accordance to the established and accepted interests of the in-group, even if they do not always agree with their individual interests.

As stated by Hofstede(1997):

The relationship between employer and employee is seen in moral terms. It resembles a family relationship with mutual obligations of protection in exchange for loyalty. Poor performance of an employee in this relationship is no reason for dismissal; one does not dismiss one's child(p. 64).

#### Influence of Immigration on Oklahoma

According to information from the Oklahoma City Chamber of Commerce, Economic Development Division Data Sheet dated January 1999, and the Oklahoma City Chamber of Commerce MSA Demographic Report dated July 31, 1999, the fastest growing ethnic group in Oklahoma City is the Hispanic population. According to this information, the population percentage has grown from 3.6 percent during the 1990 census to an estimated 5.2 percent during 1999.

According to Kirschten(1999) the gateway areas with large immigrant populations continue to grow, and more of the immigrant population is beginning to move to other areas where there are improved employment opportunities.

The improvements in the economic status of Oklahoma may be a factor in the increase population of Hispanic origin. According to Richard Gilbertson(personal communication, October 12, 1999), Director of the Oklahoma Employment

Security Division, Oklahoma's unemployment rate is currently at a thirty year low. With the historical unemployment rate in Oklahoma, the number of new jobs is increasing. As a result the average starting hourly wage rate is currently in excess of \$8.25. According to Mr. Gilbertson, this rate is below the hourly wage in surrounding states, but the job opportunities in Oklahoma have increased. Mr. Gilbertson feels this is causing an influx of new residents to the Oklahoma.

This supports the view of Kirschten(1999), in which he discusses that immigrants are simply responding to similar underlying economic trends that affect native migration. Initial immigrants are "anchored" in gateway cities where they are dependent on family and friends during a transitional period. Once this dependence has been reduced, the immigrants are more willing to migrate to other areas where economic opportunities may be greater.

#### Influence of Increased Immigration on Communication

Assimilation, as discussed earlier can be defined as a process that encourages immigrants to change their political views and to accept the concept that hard work, making money is the way in which to be successful. One of the basic elements of assimilation is the usage of common sounds and symbols that are referred to as language.

The concept of immigration and assimilation has created in some individuals a rising level of anxiety as they fear the loss of jobs and a strain on governmental services. Some also fear the loss of English as our common language since some immigrants are not becoming Americans by learning English(Wagner, 2000).

Others view the increased immigration and assimilation as increasing the economic pie with new jobs, new industries and more opportunity. This increasing level of immigration is benefiting the entire nation's economic basis(Wagner, 2000).

As we review immigration into the United States, we find that in the past, many immigrants wanted to learn English in order to become "American". Learning English was the first step in improving the economic status of immigrants.

Assimilation is based upon the new, smaller immigration group seeking to become members of the larger native majority for social and economic support. As the number of new immigrants increases, these needs for assimilation into the new culture may be reduced(Lazear, 1999).

The value of assimilation is greatest to an individual of a small, underrepresented group. With limited members of this group, they will seek to blend into the majority since little of their native culture is represented in the new

environment.

As immigration increases, the need to assimilate is reduced as the individual may find others of similar beliefs and values in the community. Also, governmental efforts to protect the diverse culture may reduce the perceived need to become assimilated into the new culture.

Lazear(1999) states that 85 percent of the immigrants into the United States were fluent in English in the 1900s. This level of fluency dropped to 68 percent by the 1990s.

Research by Davila and Mora(2000) indicate that "investments in English proficiency enhance earnings"(p. 383). Wagner(2000) supports the predictions of others that with the lessening desire to acquire English proficiency, the economic gap between natives and immigrants will not narrow in the foreseeable future. These recent immigrants will suffer economic hardships and disadvantages for decades.

This economic hardship and disadvantage may be an antecedent in the communication and participation process outcomes of workteams in American business organizations. In order to improve the outcomes, we need to better understand the communication process of multi-national team members.

Communication and Multi-national Culture

According to Watson, Kamalesh, & Michaelson(1993):  
Literally hundreds of studies have addressed group problem-solving effectiveness. However, the existing studies fall far short of providing practical guidance for managing the kind of culturally diverse groups that are fast becoming the norm in a large number of organizational situations(p. 591).

One of the primary reasons current research falls short is that many studies are conducted on groups that are not as culturally diverse as those that exists within organizations(Watson, Johnson, Kumar, & Critelli, 1998). Most research studies do not deal with the same level of diversity and level of education found within many work organizations. Most studies are conducted using participants from college and university classes. These participants may not be truly representative of many members of their ethnic group.

According to Lapham, S.J., Montgomery, P., & Niner, D. (1993), many have reported that they do not speak English well. This difficulty in understanding English would be displayed by foreign-born during various work assignments. This finding is reinforced by information from the Oklahoma State Department of Commerce Demographic Forum. According to the Oklahoma State Department of Commerce Demographic Forum(1990), of the 64,562 foreign-born residents in

Oklahoma, 24,194 (37 percent) indicated they did not speak English very well.

### Barriers in Multi-Cultural Communication

With difficulty in understanding English, many would not fully understand the messages being shared with them. This would tend to support the view of Johnson(1993) that one of the primary failures of team is the lack of clear information sharing with teams. This failure may be due to unclear communications, or it may be due to the language barrier faced by many of the employees within the organization.

The language problem is a barrier in the effective communication process necessary for effective teamwork. There is a significant number of employees and prospective employees who do not speak English well in the American workplace. This problem is compounded when we view the communications process of employee workteams.

This communication barrier may help our understanding of some of the barriers to success as noted by Johnson(1993). He identified ten contributing causes of failure in work teams. Among the ten items identified, Johnson listed the failure of inadequate communication of program goals. Johnson did not provide sufficient details

to help in the identification of the specific causes of this communication problem.

### Cross-cultural communications

The process of introducing and managing teamwork within an organization has become much more difficult as it involves a number of very interactive processes. The traditional group dynamics models may not apply with culturally diverse teams (Lembke and Wilson, 1998). This has become more difficult with our society and the workplace becoming culturally diverse (Watson, Kamalesh, and Michaelson, 1993; Watson, Johnson, Kumar, Critelli, 1998).

These different backgrounds, expectations and interpersonal styles of people are explained by Gudykunst (1998) who discusses that culture provides its members with a basic belief system about how to behave in different situations and how to understand others' behaviors in situations. Culture, and our education and experience within that culture teaches its members major social values and ways of viewing themselves and others.

Thomas (1999) further explained this difficulty with multi-national communication:

... individualist and collectivist cultures vary on a number of principal characteristics, including the



relationship of the individual to the collective's interests and goals, the structure of the family, the amount of individual discretion for behavior, the amount of emotional dependence on the group, the extent that one's self-identity is based in the social group, the location of decision-making, and the amount of emphasis placed on belonging to the social group(p. 245).

Part of belonging to a social group is the communication process that exists within that group as Gudykunst(1998) observed. Individualism or collectivism beliefs effects communication and the communication patterns. It also has an influence on the factors of an individual's personality, values and self-identify. These factors are learned within the context of the culture.

The personality, values and norms learned during socialization are important to our understanding of work team communication processes. Thomas(1999) discussed how groups form values and beliefs for the group many times based upon the larger social group. Thomas also discusses that many times the roles and expectations from the larger social context tend to be placed upon small work group behavior. These social roles displaced into small work group behavior are behavioral scripts that are learned from the members culture. These scripts help group members

understand behavior and guide them in situations to acceptable behavior. These scripts that are learned from one's culture can be better understood with an understanding of multi-national communication issues.

#### Multi-National Communication Issues

The multi-national mixture of colleges and universities students, which have been used for research may be significantly different from the employment mix of business organizations. The level of language understanding of university and college groups may be different from the general population. Colleges require students using English as a second language to pass the TOEFL, Test of English as a Foreign Language with a predetermined score. Business organizations do not require employees to take an comprehensive examination on English as a foreign language prior to employment.

Additionally, a difficulty with studies conducted in educational facilities is the projects and studies are cross-sectional and longitudinal studies are not conducted with long-term teams. In cross-sectional testing, the tasks assigned are generally simple, of short duration tasks with no realistic consequence for failure. The failure to succeed in a research project does not carry the same

potential consequence as a failure to perform a specific task on the job. Individuals may be willing to share the lack of understanding or comprehension during these cross-sectional research projects, but may not be willing to share this information on a work assignment.

In discussing the multi-national communication processes, Oetzel(1998) points out that members of a collectivistic group tend to be cooperative and supportive of others member of their in-group group. While they show tendencies of cooperation and support of their in-group, they tend to display the opposite tendencies to individuals who are not members of the in-group.

Oetzel(1998) found a contrast with members of an individualistic culture. Individualistic culture members tend not to change their behavior when interacting with members of either in-groups or members of other groups. The primary situation in which behavior changed dealt with a different culture or racial group.

Hall(1998) identified two contextual types of messages which he categorized as high-context(HC) and low-context(LC). The specific context messaging varies according to the cultural values of the society. Hall was able to identify the predominate style of collectivistic and individualistic cultures.

A high-context(HC) message is one in which a major

portion of the message is in the physical environment in which the message is given. In high-context, very little of the message is given in the transmitted portion of the message, it is implied by the environment. Members of collectivistic cultures tend to utilize this high-context method of communication.

Gudykunst(1998) discussed the communication process where it was found that there was a communication process framework that helped explain the differences between individualistic and collectivistic cultures based upon the research of Hall(1998). This LC and HC communication can be identified by the use of qualifiers.

Qualifiers as defined by Johnson(1994) and Johnson, Funk and Clay-Warner(1998) are adjectives or adverbs that tend to change the perceived power strength of a statement or a key word in a message. Low context qualifiers would tend to increase or reinforce the power strength of a message, while high context qualifiers would tend to reduce or detract from the strength of the message.

Gudykunst(1998) states that low context communication qualifiers such as; certainly, absolutely and positively tend to be utilized. High context communication, in contrast, is expressed through the use of qualifiers such as; maybe, perhaps and probably(p. 115).

Guzleyl, Arakli, and Chalmers(1998)identified that in

individualistic culture importance is placed on the completion of a task and not on the relationship during the task completion. With the completion of a task being a primary concern, low context qualifiers tend to be utilized. These low context qualifiers add a perception of power, personal strength and importance to the message. These qualifiers may create a sense of conflict, but in an individualistic culture this is considered a normal part of interpersonal interactions and is not avoided.

While in collectivistic cultures the primary focus is in the development of an in-group relationship between employer and employees. With relationships being a primary concern, high context qualifiers tend to be utilized. These high context qualifiers add a perception of cooperation, sharing and equality to the message. Power is not vested in an individual or the message. In collectivistic cultures, conflict is avoided and confrontation is not appropriate behavior to be displayed.

Address-orientation as developed by Ng, Loong, He, Liu and Weatherall(2000) built upon the low-context and high-context concept and considers the turn-taking behavior of multi-cultural interpersonal communication. Turn-taking deals with the intended audience of the communication message. Speakers are addressing their talk to another individual or group of individuals.

Ng, et al.(2000) define communication messages intended for an individual as single addressee orientation messages while those messages intended for two or more individuals as multi addressee orientation messages. They state that single addressee tends to be more individualistic while multi addressee tends to be more collectivistic:

High context, low context, qualifiers and addressee orientation, as reviewed are effective indicators of behaviors or scripts that individuals display are learned from our culture and early education. The theoretical framework developed in the Social Identity Theory can help understanding the interactions of culture, communication and displayed appropriate behavior.

### Social Identity Theory

In defining the Social Identity Theory, Lembke and Wilson(1998) wrote that: "Social identity theory posits that the motivation for thinking, feeling, and thus working as a cohesive unit is socially constructed"(p. 927).

Hogg, Terry and White(1995)also pointed out that the social identity theory deals with an individual's desire to identify a specific group such as a political organization, a sports team or nationality to which one feels an alliance, a sense of belonging. This alliance or sense of belonging

helps the individual fulfill a need for identity. This sense of identity through identifying with a group become vital to the individual. They do not want to lose this sense of belonging and resist changing their alliance to specific groups.

This view of not wanting to be absorbed as discussed by McConnell(1997)tends to indicate a wish not to change the social identity of the individual. Lembke and Wilson(1998) discuss that the a member's desire to belong to a group required the individual to evaluate the value of membership and their personal perspective of the group.

Hogg, Terry and White(1995) state that, "Because social identities have these important self-evaluative consequences, groups and their members are strongly motivated to adopt behavioral strategies for achieving or maintaining in-group/out-group comparisons that favor the in-group, and thus of course the self"(p. 260).

In-groups and out-groups according to Hogg, Terry and White(1995) are perceived similarities. These similarities may include beliefs, attitudes, behaviors and basic scripts learned during the developmental process of the individual.

Gudykunst(1998) discusses the significance of in-group and its influence on communication. Gudykunst states that

individualistic cultures have specific in-groups to which an individual belongs. These in-groups may include family, religious, social and professional groups. With the number of in-groups, these groups do not have a significant influence on the communication patterns utilized by these individuals. Individuals in an individualistic culture tend to be universalistic and communicate in a similar method to all individuals.

In collectivistic cultures, individuals have very few general in-groups to which an individual belongs. These in-groups may include family, work groups and even university affiliations. These few in-groups in a collectivistic culture have a significant influence on the communication patterns utilized by these individuals. Individuals in an collectivistic culture tend to be particularistic and communicate in a different manner to different groups.

#### Social Identity Theory Application to Teams

With employee teams becoming more multi-national, we need to better understand the influence of cultural beliefs on the team communication process. An effective starting point is the social identity theory.

According to Lembke and Wilson(1998), the social identity theory moves teamwork from the concept of



individualistic benefits to one that is linked to the social value and identity of a team. Social identity is the reason an individual may choose to join and participate on a team. According to Lembke and Wilson(1998), individual members of a team must begin to view the goals of the work team from a group basis and not from an individualistic frame of reference. The most significant shift is from individual needs and goals to one of group goals and values.

The social identity theory explains the motivational and emotional factors that influence an individual to wish to join a team. According to the social identify theory, the motivation for thinking, feeling and acting as a team is socially constructed. The desire to function as an effective team member is a choice for each individual. Becoming an effective team ember is part of a process of moving from individual motives and agendas to group motives and agendas. Team members move from thinking of themselves to thinking of the team or group.

According to Lembke and Wilson(1998), teamwork needs to be motivated by more than individualistic benefits. Corporate profits and sales increases are often identified as goals, but these goals tend to be more individualistic goals. The team may not be able to see the value or benefit of these goals for members of the team. The true purpose of a team must be effectively linked to the social identity of

the team. The goals must be for the good of the team and all its members.

The process of integrating individuals into teams or groups is seen as an emotional and cognitive process where the individual is willing to disregard other factors and concerns to join into a social group. The Social Identity Theory approach emphasizes the importance of identity with the group or team and not with just the individual members. The team must have some degree of status.

Many social groups are joined because they may have some degree of status. The chosen team or group must be more attractive than working alone. Others familiar with the team must value team or group membership. If others, outside the team or group do not see value in membership, individuals may not choose to join and effectively participate.

The shift from individuals to teams requires a transition from feeling and thinking as an individual to one of feeling and thinking that representing a group. This feeling may be difficult for individuals from an individualistic culture. It is even difficult for individuals from collectivistic cultures. The team must become an important group, have value for everyone.

With this need for team members to move from various cultural views to a common view is a driving force in the

effective development of teams. According to Lembke and Wilson(1998), there are three factors or components that could improve this shift. The first factor is that members of the team must see a personal value for being viewed as a member of the team and place meaning to their membership on the team. The team must have very specific interdependent tasks and assignments.

The second factor is that the context of the team tasks must be viewed as having a value to the organization. This valued expectation will result in the organization providing the necessary resources for the team to be successful and appropriate recognition by the organization.

The third factor or component is that individual members desire to be members of the team. The most valued choice for an individual is to be a member of the team. Individuals see lack of membership in this team or membership on another similar team as an unattractive choice.

#### Summary

A review of literature revealed that the United States and Oklahoma is in a period of rapid growth in our foreign-born workforce. It is also estimated that the Hispanic population is the fastest growing ethnic group in the United State population.

This shift in the demographics of the Oklahoma City workforce is important in that traditional group dynamics and communication models that many organizations may have used with employee team may not apply with culturally diverse teams.

With employee teams becoming more multi-national, we need to better understand the influence of cultural beliefs on the team communication process. An effective starting point is the social identity theory. The social identity theory moves teamwork from the concept of individuals and individual beliefs to the concept that individuals identify with a group or team and wish to be considered a member of a group.

Another issue is the difficulty faced by those of different cultures with understanding English. Many foreign-born may not fully understand the messages being shared with them. This failure may be from an unclear message or it may be due to the language barrier faced by many of the employees within the organization.

The language problem is a barrier in the effective communication process necessary for effective teamwork. This is a significant number of employees and prospective employees who do not speak English well. This problem is compounded when we view the communications process of employee workteams.

Organizations need to fully understand the cultural beliefs and values and communicate their desires effectively to various teams and team members. When cultural beliefs and values are not understood, organizations should not be surprised when multi-national teams do not function effectively.

## Chapter III

### METHOD

#### Introduction

Effective communication within teams has been an important topic for researchers for several decades. A number of researchers have investigated the communication interaction of multi-national teams (Guzley, Araki & Chalmers, 1999; Thomas, 1999; Jung & Avolio, 1999; Watson, Johnson, Kumar & Critelli, 1998; Watson, Kamalesh and Michaelson, 1993).

A common research methodology utilized has been to select multi-national students in colleges and universities in the United States. These subjects were assigned to random teams and given a specific task to achieve. Upon completion of the task the subjects were given a questionnaire to measure the interactions present in a team process (Thomas, 1999; Watson, Johnson, Kumar & Critelli, 1998; Watson, Kamalesk and Michaelson, 1993).

In other multi-national research studies dealing with

communication the questionnaires were translated into the native language of participants to aid in collecting accurate data (Poasa, Mallinckrodt & Suzuki, 2000; Hofstede & Bond, 1988). This translation of questionnaires required significant effort to insure the accuracy of the questionnaire and the responses (Hofstede & Bond, 1988).

The translation of research questionnaires into native languages to insure the accuracy of information is common in universities to address potential language barriers. As reviewed earlier, a potential issue in the workforce demographics of the United States is the rapid increase in foreign-born employees in many organizations and the potential language barrier this increase may create.

The translation of work instructions or information into the native language of employees is however not a prevalent practice in United States business organizations. Most, if not all communication is conducted in English. Foreign-born employees may face a barrier of understanding in the performance of their job. This language barrier also may play a role in a foreign-born's active participation on employee work teams.

The purpose of this study was to analyze communication approaches in multi-national work teams in business organizations located in one city in central Oklahoma. The following research questions were used to guide this study.

1. What types of interpersonal interactions are present in the communication process of multi-national teams?
2. What approaches are utilized by multi-national teams, team leaders or supervisors to effectively address cross-cultural communication differences?
3. What characteristics identified in the Social Identity Theory are present in communication patterns within multi-national teams?

#### Procedure for the Study

Completion of the study required the following steps: (a) the selection of participant samples from organizations located in a large city in central Oklahoma, (b) the development of an observation schedule, (c) the development of observation and data collection procedures, (d) the development of data coding procedures, (e) data collection, (f) the coding of the data and (g) the data analyses.

#### Population and Sampling Techniques

This research initially involved employees of 8 multi-national work teams from 4 business organizations located in a large city in central Oklahoma that participated with the Oklahoma Department of Commerce,



Oklahoma Quality Award Foundation.

### Observation and Data Collection Procedures

Team meetings were to be videotaped to permit multiple analyses of data pertaining to the communication process between various employees of the team and the team leader. This data would be coded and analyzed according to the qualifiers and cultural characteristics mentioned previously.

The researcher's analysis of data is based upon more than 30 years of experience with establishing and working with teams and multi-national teams for a major international manufacturing organization. For seventeen years the researcher was the lead instructor responsible for developing, scheduling and conducting international organizational development and technical training sessions in various worldwide locations.

Every attempt will be made to guard against the bias of personal observation and experience. The researcher who is not bi-lingual will endeavor to be as fair and objective in the analysis of data as possible.

### Difficulties Encountered

The researcher contacted the senior management of

four business organizations to seek their support and participation. These organizations initially indicated a willingness to support and participate in this research project. Time was requested by each organization to identify an appropriate multi-national employee workteam to observe.

As each of the initial organizations began to identify a multi-national team, they identified a number of concerns which were addressed with the researcher. These organizational concerns dealt with the nature of the business discussions that take place within their teams and the concern of having such discussions recorded. They indicated that some materials discussed were proprietary.

Of the initial organizations, 3 of the 4 withdrew support for the study and indicated that their organization would not participate in the study because of concerns with a documented record of team meetings.

An additional 7 organizations which had been identified by the Oklahoma Quality Award Foundation were then contacted to seek their participation in the research project. These organizations, after initially indicating a willingness to participate, withdrew after expressing a concern with formal documentation pertaining to items discussed during team meetings. Only 1 of the 11 original organizations was willing to participation.

## Revised Procedures for the Study

The difficulties encountered required a revision to the methodology. Completion of the revised study required these steps be completed: (a) the selection of participant samples from organizations located in a large city in central Oklahoma, (b) the development of an team observation schedule, (c) the development of observation and data collection procedures, (d) the development of data coding procedures, (e) the collection of data, (f) the coding of the data and (g) the data analyses.

### Population and Sampling Techniques

This research required the involvement of employees of multi-national work teams from business organizations located in central Oklahoma. In an effort to identify potential organizations with multi-national employees, contacts were made with Richard Gilbertson, Director of the Oklahoma Employment Security Division. The researcher also made contacts with business leaders through the business advisory committee of a major university located in central Oklahoma to identify appropriate organizations.

During this effort to identify potential organizations it was noted that the organization needed to be located in

central Oklahoma and have similar types of work processes with multi-national work teams. Through these sources several additional organizations were identified. These organizations were then contacted to discuss the research project. During the initial contacts the work processes and composition of teams were identified.

As the result 3 additional organizations indicated they would participate in the study and identify multi-national work teams that would be appropriate for study. Each organization was asked if the researcher could participate in team meetings to observe behavior. The methodology of direct observation and documentation of the interpersonal interactions and behaviors on the team was explained to each organization.

#### Demographics of Observed Work Teams

During the organizational phase of the research project, the human resources representative from a major utility located in central Oklahoma indicated a willingness to participate in the study during several preliminary meetings. However, shortly after these meetings, the organizational representative indicated that due to some business and legal issues, the organization felt they should withdraw from participation in the project. They indicated

that their withdrawal was due to concern with business and community issues and was not related to the methods or purpose of this study.

With this decision, only three organizations involving seven multi-national teams remained in the research project. Demographic and organizational information on each organization and organizational team is provided in the next section.

The number of observed team meetings varied among the three organizations and the seven teams. Each organization and team had a different schedule for team meetings.

#### Organization 1

Organization 1 is part of a municipal government organization of a large city located in central Oklahoma. The City Manager was interviewed prior to the commencement of the study. He indicated complete support for this project and indicated the city's workforce had become very multi-national in the previous years and he was concerned with work and communication issues. He indicated that the human resources organization was currently investigating the need to provide employees with policies, procedures and benefit information in their native language.

The City Manager indicated that he felt this study would be very beneficial to them. Arrangements were made to discuss the research project with the director responsible for several major municipal activities with the community. The director was interviewed and was excited about the opportunity to have his organization participate in the study. This individual identified three separate work teams within his area of responsibility that had significant multi-national work teams.

The director indicated that his workforce had a significant number of Hispanics. He stated that based upon his experience, when a Hispanic employee made a recommendation for employment, he was confident that the individual would be a very good employee. His experience with other ethnic groups had not be as positive in his experience.

Each of these three teams was responsible for various work functions in the community. This work involved being outside performing various tasks individually or in small work groups of two or more employees.

Each of these teams had a lead employee with the responsibility of assigning job duties and coordination of efforts within the team. These three teams were composed of 27 employees and 3 supervisors. The ethnic data of these teams is provided in Table 1.

These assignments might change daily due to requests and concerns from citizens and weather conditions.

The employee turnover on this team was perhaps one employee per year. It was explained that this turnover was due to the physical demands of the job.

This team met each morning at 7:30am to identify their daily work assignments and any issues needing to be discussed from the previous day. This team did not work as a unit, but each individual might be assigned a team or an individual work assignment during the day. The lead employee for this group was Hispanic.

There are no specific educational skills necessary to effectively perform the various jobs on this team. Some employees had commercial licenses to operate various types of heavy equipment. Of the six employees composing this team, 4 were Hispanic. Each Hispanic employee could speak English; however, some had very limited skills. The average pay for team members in this group was approximately \$12.00/hour.

This team met in a area located in the large city building that housed their equipment. This meeting area had been created just outside the office of the Director and near the supervisor's desk(see Figure 1).

This team was observed during seven team meetings and the length of each team meeting is outlined in Table 2.

Table 1  
MULTI-NATIONAL ETHNIC DATA  
Organization 1

Ethnic background	Number	Percentage
Hispanic of any Race	15	50%
Native American	2	7%
African American	0	0%
White Not of Hispanic Origin	13	43%
Total	30	100%

Team 1-1.

The first team was composed of 6 hourly employees and was responsible for maintaining all the municipal parks, recreation areas, and greenbelts in the community. Arrangements were made to interview the supervisor responsible for this work team. According to the supervisor, this work group had been together for several years and appeared to work well together. The supervisor was not aware of any work or personality issues between employees of this team.

This team's job responsibilities involved working outside during most of the year. The lead employee each morning would give employees their assignment at a morning meeting based upon what needed to be accomplished that day.



Table 2  
Meeting Times for Team # 1-1

Team # 1-1 Meeting Times								
Meeting #	1	2	3	4	5	6	7	Total Meeting Time
Length in minutes	30	40	35	35	40	50	50	280 Minutes

Team 1-2.

The second team was also composed of six hourly employees. The duties and information was very similar to team 1-1. This might be due to both teams being part of the same organization.

In an interview with the supervisor, he explained that this team was responsible for maintaining city streets in the community. The lead employee for this group was not a multi-national employee.

This team had three Hispanic employees. The Hispanic employees could speak English; however, again some had very limited skills. The average pay for this group was approximately \$12.00/hour.

This team met each morning also at 7:30am in another city building that housed all their equipment. A meeting area had been created just to the side of some of the equipment used by the work group(see Figure 2).

This team was observed during nine team meetings. The length of each team meeting is outlined in Table 3.

Table 3

Meeting Times for Team # 1-2

Team # 1-2 Meeting Times										
Meeting #	1	2	3	4	5	6	7	8	9	Total Meeting Time
Length In Minutes	35	40	40	50	45	45	45	40	45	390 Minutes

Team 1-3.

The third team was composed of 15 hourly employees and was responsible for all sanitation services including waste management in the community. Many of the issues faced by this team are similar to the other teams within this organization.

According to the supervisor of this area, employees of this team were assigned to specific trucks. A truck crew could have up to three employees. A crew could be composed of a driver, an assistant driver and possibly a helper. The specific work assignment determined the number of crew members. Once each crew's assignment was completed the crew could leave for the day. The lead employee for this work group was not a multi-national employee.

This team had eight Hispanic employees. Each employee could speak English; however, again some had very basic English skills. The average pay for this group was approximately \$12.00/hour.

This team met each morning at 5:30am in the office area of the separate building housing their equipment. The office area was attached to the side of a building that housed the equipment used by group (see Figure 3).

This team was observed during nine team meetings and the length of each meeting is outlined in Table 4.

Table 4

Meeting Times for Team # 1-3

Team # 1-3 Meeting Times										
Meeting #	1	2	3	4	5	6	7	8	9	Total Meeting Time
Length In Minutes	45	55	65	60	50	60	45	60	60	500 Minutes

### Organization 2

Organization 2 is a business organization located in central Oklahoma performing work very similar to team 1-3. This business organization is responsible for waste management operations in a large city in central Oklahoma. The organization has several divisions responsible for various aspects of waste management.

The operations manager of the organization was interviewed prior to the commencement of the study. He indicated that their workforce had become very multi-national in the previous years and they were also concerned with work and communication issues. The operations manager indicated that he met with each team on a monthly basis to discuss workplace issues. He indicated complete support for the project and identified three teams with significant multi-national employees to participate in the study. The general manager of this organization also indicated his support of the study and felt this study would be very beneficial as their multi-national employee work group continue to increase.

Arrangements were made to discuss the research project with the supervisor responsible for each of the three identified teams within the organization. These individuals were interviewed and provided information about the employees in each of the work groups.

Two of three teams had a lead employee with the responsibility of assigning job duties, resolving basic work issues and coordination of the team. These three teams were composed of 108 employees and 3 supervisors. The ethnic data of these teams is provided in Table 5.

The number of observed team meetings in this organization was reduced when the operations manager

resigned during the project and future team meetings were cancelled until a replacement was announced by the organization.

Table 5  
MULTI-NATIONAL ETHNIC DATA  
Organization 2

Ethnic background	Number	Percentage
Hispanic of any Race	53	47%
Native American	0	0%
African American	12	11%
White Not of Hispanic Origin	46	42%
Total	111	100%

Team 2-1.

The first team was composed of 24 hourly employees and was responsible for a recycling operation. This group was involved in the sorting of recyclable materials, the recycling process and packaging of recycled materials. This team worked in a semi-open area that would be very cold in the winter and hot in the summer. Each employee was provided clothing for some protection from the cold in the winter. The team was also involved in some basic manufacturing operations during the recycling process.

This team was entirely Hispanic with the exception of the supervisor. The lead employee has been with the organization for several years and according to the supervisor has fairly good English skills. The English skills of the remainder of the group, according to the supervisor ranges from fairly good to very limited skills.

In a discussion with the supervisor he said this work group had been together for several years and appeared to work well together with very little conflict or personality issues. The supervisor also indicated that this work group did not have any specific educational skills necessary to effectively perform the various tasks. The only requirement was that the employee needed the ability to understand basic English.

The supervisor was asked to explain the meaning of being able to understand basic English. He stated that if a potential employee was able to be interviewed by himself and the operations manager for a position in English and could answer the interview questions in English, the English skill level was sufficient for the organization.

The supervisor indicated that the turnover rate for this area was approximately 10% per year. The group is a very close knit group and the group communicated in Spanish.

Employee movement to other areas of the company created most of the turnover rate. The average pay in this area is

\$7.00 per hour and employees had the opportunity to move to a higher paying job when a job became available.

This team met once each month at 7:00am with the operations manager. The lead employee was responsible for the assignment of work and the coordination of work with the supervisor. This team did not work as a one unit, but was composed of four separate work groups with the number of employees in each group dependent on current work demands as identified by the supervisor.

Team meetings were held in a conference and break area in the office complex of this facility. This area was used for team meetings and an employee break and lunch area. Tables, chairs, vending machines and an ice machine were located in the area(see Figure 4).

This team was observed during four team meetings. The operations manager resigned during the fourth month of the study and further visits were not possible. The length of each team meeting is outlined in Table 6.

Table 6

Meeting Times for Team # 2-1

Team # 2-1 Meeting Times					
Meeting #	1	2	3	4	Total Meeting Time
Length In Minutes	50	30	45	30	155 Minutes

Team 2-2.

The second team from this organization was also composed of 24 hourly employees and was responsible for picking up all recyclable waste in a large city in central Oklahoma. This team was composed of 12 Hispanic employees, three African American employees and nine non-minority employees. This team did not have a lead employee. Each employee was responsible for driving a specific route and collecting recyclable materials each day. These assignments required that each employee work independently of the other employees. The English skill of the Hispanic group, according to the supervisor, was fair. The supervisor of this group was Hispanic with excellent English skills.

The supervisor stated that the work group had been together for several years and appeared to work well together. He also indicated the group did not have any specific requirement other than a commercial driving license and the ability to understand basic English as discussed previously.

The supervisor indicated that the turnover rate for this area was also approximately 10% per year. The average pay in this group is \$14.00 per hour based upon an incentive program. The incentive pay was based on the weight of recyclable materials delivered to the center each day. The employees in this group have the opportunity to move to a higher paying job in the company.



This team also meets once each month at 6:00am with the operations manager to discuss work concerns and issues. Team meetings are held in the same break area used by Team 2-1 (see figure 4).

Team 2-2 was observed during three team meetings due to the operations manager resigning during the project as previously discussed. The length of each team meeting is outlined in Table 7.

Table 7  
Meeting Times for Team # 2-2

Team # 2-2 Meeting Times				
Meeting #	1	2	3	Total Meeting Time
Length In Minutes	40	45	30	115 Minutes

#### Team 2-3.

The third team from this organization was composed of 60 hourly employees and was responsible for the collection of all waste materials from residential areas in a city in central Oklahoma. This team was composed of 17 Hispanic employees, nine African American employees and 36 non-minority employees. The supervisor and the lead employee were both non-minority, and had been with the organization for several years. The English skill of the Hispanics in the group, according to the supervisor, was fair.

Employees in this group were responsible for collecting waste materials in specific areas of the community each day. Normally two or three employees were assigned to a collection truck depending upon the route. The lead employee handles the assignment of trucks and employees each morning. The job required that small employee groups work independently of the others.

According to the supervisor of this group, the work group had been together for several years and appeared to work well together. There were situational needs that required employees of the group to assist others during the day. The supervisor indicated that the group was very quick to respond to these needs. With the work, employees realized that tomorrow it could be them that needs assistance.

The work group did not need any specific skills other than the requirement of a commercial driver's license for each collection truck driver and the ability to understand basic English.

The supervisor indicated that the turnover rate for this area was also approximately 10% per year. The average pay in this area is \$18.00 per hour.

Team 2-3 also meets once each month at 5:30am with the operations manager to discuss issues. Team meetings were held in a large conference and break area in the main

building of the company. This area was used for assignment of work duties and some employees use the area for a break area. Tables, chairs, and vending machines are located in the area(see Figure 5).

Team 2-3 was observed during five team meetings due to the operations manager resigning. The length of each team meeting is outlined in Table 8.

Table 8  
Meeting Times for Team # 2-3

Team # 2-3 Meeting Times						
Meeting #	1	2	3	4	5	Total Meeting Time
Length In Minutes	30	40	30	45	30	175 Minutes

### Organization 3

Organization 3 is a major utility located in central Oklahoma. A senior member of the human resources organization indicated that the workforce had become multi-national recently and they had recently faced some communication issues with multi-national employees. This representative indicated that he felt this study would be very beneficial due to previous organizational issues with multi-national team members.

One specific team was identified by human resources. This team provided technical support to other divisions

within the organization. He indicated that this team was the most diverse work team in the company. Arrangements were made to discuss the duties of the group and the research project with the manager responsible for this workteam.

The manager was interviewed and discussed recent difficulties with the communication process among and between members of this work group. The manager was excited about the opportunity to have his organization participate in the study and felt that the results would be helpful to him and the organization.

This area had four lead employees who had the responsibility of assigning job duties and coordination of technical support efforts within a specific sub-team from this organization. The individual lead employee for each of the four sub-teams dealt with work specific details. The four areas included basic computer hardware technical support, web-based technical support, mainframe computer technical support, and web-based software development. The entire team would meet each Wednesday at 10:00am with the manager to discuss work issues. A specific agenda had been established for each team meeting by the supervisor and this agenda was followed each week at the full team meeting. The ethnic data for this organization and the sub-teams is provided in Table 9.

Table 9  
MULTI-NATIONAL ETHNIC DATA  
Organization 3

Ethnic background	Number	Percentage
Hispanic of any Race	1	3%
Asian-Indian	3	9%
African American	1	3%
Chinese	2	6%
Vietnamese	2	6%
White Not of Hispanic Origin	24	73%
Total	33	100%

Team 3-1.

This team was composed of 32 employees and the manager. The multi-national employee composition of this team includes two Chinese, two Vietnamese, three Asian-Indians, and one Hispanic employee. This team is composed of technical individuals responsible for a variety of technical support assignments as discussed previously.

According to the manager, the responsibility of lead employee is rotated among the employees of the sub-team on a yearly basis. The sub-team selects the lead employee for a period of six months.

The employees in the group have been with the organization for several years and all multi-national employees had good English skills. The manager indicated each work group had different educational and knowledge requirements. Some of the groups, such as software support had very high educational requirements, while basic computer hardware support did not have the same level of educational requirements.

The turnover rate for this area was approximately 10% per year. Employees applying for and moving to higher level jobs within the company create most of the turnover rate, according to the supervisor. The average pay in this area of organization 3 is approximately \$20.00 per hour. He felt that the group was a very close knit group and all worked together in the various work teams to accomplish tasks.

The team meetings were held in a large conference room located in an office complex of this company(see Figure 6).

This team was observed during eight team meetings. Table 10 outlines the length of each team meeting.

Table 10

Meeting Times for Team # 3-1

Team # 3-1 Meeting Times										
Meeting #	1	2	3	4	5	6	7	8	9	Total # Meetings
Length In Minutes	95	●	30	55	55	70	80	70	80	535 Minutes

- Team meeting was not observed.

### Organizational Summary

Two of the participating organizations identified three specific teams with a multi-national membership and one organization identified one team with multi-national membership. A total of seven individual workteams involving 174 employees from these three organizations were involved in this study. A total of 77 (44.25%) multi-national employees were included in the study.

The seven individual workteams were observed during 45 individual team meetings as discussed previously. These 45 team meeting involved 35 hours and 50 minutes of observed team meetings.

Multiple observations over a period of time was used to establish the team orientation in each of the behavioral characteristics. The influence of individual circumstances are reduced with multiple observations opportunities.

### Observation and Data Collection Procedures

The data collection procedure during team meeting was to collect and later analyze data pertaining to: (a) specific behavioral characteristics and traits, (b) identification of the communication patterns within the team utilizing qualifiers, (c) participation in meetings and the

communication pattern of various employees on the team using address orientation. Using these behavioral characteristics, traits and orientation, a behavioral checklist was developed for observing team behavior involving 18 specific items (see Appendix H).

During each team meeting, specific behavior was noted based upon the 18 behavioral items identified on the checklist. After each team meeting, detailed documentation of the team was completed based upon the checklist items.

Various qualifiers used in statements made by the supervisor during team meetings were documented according to the behavioral characteristic of the qualifier. This permitted behavioral characteristics to be identified in the communication approach utilized by the supervisor.

The team member communication pattern during team meetings was also observed according to the checklist and documented to identify behavioral characteristics of the communication pattern and style that was utilized between the team leader and various employees on the team.

#### Coding and Analyses of Data.

The behavioral checklist, and specific observations provided data that enabled the researcher to determine the behavioral characteristic orientation of each team. The



results of these team observations were reviewed to identify teams with a collectivistic orientation. The teams with a collectivistic orientation were then compared to determine teams that had a high power distance orientationh.

Collectivistic team with high power distance orientations would tend to indicate an effort by employees, not the organization, to develop a feeling of group identity and belonging. Collectivistic and low power distance orientations would tend to indicate efforts by both the organization and the employees to develop a group identity.

The remaining teams, those with individualistic orientations were then compared to determine power distance behavior. Low power distance was an indication that groups are recognized and everyone is treated equally. Individualistic teams with low power distance would tend to indicate there is an effort by employees to maintain a focus on task completion and individuals not wishing to participate on team.

The team orientation based upon the characteristics of uncertainty avoidance and masculinity versus femininity were used to support and further describe the behavior of the team.

The Social Identity Theory, as previously discussed, identified three factors that were beneficial in the development of teamwork. These factors were: (1) members of

the team must see a personal value for being viewed as a member of the team and place meaning to their membership on the team, (2) the context of the team tasks must be viewed as having value to the organization, and (3) individual members desire to be members of the team.

A comparison was then conducted to identify the Social Identity Theory factors present in the seven multi-national teams observed. The first factor, seeing a personal value for being viewed as a member of the team was compared to the characteristic of collectivism. A collectivism team orientation would tend to indicate a personal value in membership on a team. The team orientation on femininity, low power distance, and low uncertainty avoidance would further support this first factor.

The second factor dealt with the requirement that the team tasks must be viewed as having value to the organization. The characteristics utilized to measure this factor included femininity and collectivism. A femininity orientation would tend to indicate that the relationship of the group and value to the group was important.

The third factor was that individual member's desire to be a member of the team. The orientations that would identify this factor included femininity, collectivism, small power distance and low uncertainty avoidance.

## Chapter IV

### RESULTS

The purpose of this study was to compare communication approaches in multi-national teams in a large urban community in central Oklahoma. To determine the communication patterns and approaches, the researcher observed seven unique multi-national work teams from three organizations located in central Oklahoma. The following research questions were used to guide this study:

1. What levels of interpersonal interactions are present in the communication process of multi-national teams?
2. What are the approaches utilized by multi-national teams, team leaders or supervisors to address the significant differences in cross-cultural communication patterns?
3. Does a relationship exist between the communication process of multi-national teams and the characteristics identified in the Social Identity Theory?

## Findings

As discussed previously, the researcher observed seven individual multi-national work teams from three organizations. Each of the seven work teams were observed using a behavioral checklist, discussed previously, during various team meetings. Upon completion of the individual team meeting the researcher completed detailed documentation pertaining to the team meeting based upon the behavioral checklist.

### Individualism versus Collectivism Characteristic

As previously discussed, an individualistic culture places extreme value on people looking after themselves and their immediate family. Individualistic cultural beliefs place a high value on individual accomplishment and rewards are based upon individuals task completion.

A collectivistic culture places its primary value on people belonging to groups and looking after other members of the group. A collectivistic culture also places value on the status of the group. One seeks to become part of a high status group.

The results of the documented observations dealing with individualism versus collectivism from the seven are summarized below.

#### Team 1-1

Based upon the characteristics listed in the behavioral checklist and behavior displayed during Team 1-1 team meetings, this team was more collectivistic in their interpersonal interactions. The members of this team were very group oriented, especially with the team leader's active involvement with each member of the team. The various members of the team would discuss personal information and the members appeared to be a very concerned with each other.

This sharing and concern was limited by the inability of some members to speak a common language. However, the team leader for this team, by translating the conversations, enabled the sharing of information and this translation enabled a feeling of group membership to be present. Many of the conversations dealt with work related and family related situations. The group helped each other and had a feeling of togetherness during the meetings. This view was supported by the following types of observations that occurred during observed team meetings and documented in the researcher's notes.

During the initial meeting it was observed that the Hispanic team leader visited with both groups. The team leader was following all the conversations, both in English and Spanish, and quickly move from talking with the Hispanic group in Spanish to talking with the Non-Hispanic group in English.

This observation is reinforced during other team meetings as shown in the second team meeting. A Non-Hispanic member would enter the meeting area with a newspaper each morning. Most mornings a Hispanic employee would arrive shortly after this employee. They would take their seats at the large table and the Non-Hispanic would begin reading the newspaper and the Hispanic employee would sit at the table. However, when the team leader arrived, all employees began to visit with each other.

At one team meeting, a Hispanic employee arrived with donuts and offered them to a Non-Hispanic, who did not take a donut. Once the team leader arrived and spoke to both, in Spanish and English, the Non-Hispanic employee folded up his newspaper, put it on the table and asked about the donuts that had been offered. The team leader explained that they were Mexican donuts and the Hispanic employee had brought them for everyone to sample. Everyone at the table then took donuts from the sack. Until the arrival of team

leader, the Hispanic and Non-Hispanic employee did not talk or share any type of non-verbal communications.

This action was shown in all the meetings where the lead employee took an active role. During the sixth team meeting, the supervisor had a lengthy discussion with the lead employee and the lead employee was unable to talk with the other members of the team. The behavior observed during this team meeting reflected the absence of the team leader's interaction with team members.

#### Team 1-2

Based upon the behavioral checklist and behavioral characteristics observed during team meetings, Team 1-2 displayed more individualism traits in their interpersonal interactions. Most Team 1-2 members were very group oriented before the team meeting would begin. The members of the team would visit with each other, and others who might visit the area. Many of the discussion dealt with personal observations about their jobs, the weather and personal items. Some of the discussions were in Spanish and others were in English. However, once the team meeting would start with the team leader present, the behavior and attitude of the team members changed.

The team leader did not participate in any type of discussion with the team members prior to the team meeting.

The team leader did not sit with the team before the meetings and the members did not include the team leader in any types of activities or discussions that took place prior to the team meeting. This view was supported by the following types of observations documented in the researcher's notes from Team 1-2 meetings.

Hispanic members of the team would sit at a table and watch the news and weather on a television and talk with each other in Spanish. The team would visit in Spanish and talk about work. Much of their conversations included non-verbal clues about the topics of driving and food.

According to the supervisor, all Hispanic members of the team could speak and understand English. The team leader did not speak Spanish. The team leader would check out the equipment stored in the area and stand by the overhead door windows and watch outside.

On several occasions, members of the team would bring rolls and share them with each other. Before each team meeting the team members would offer coffee and rolls to everyone present, including the researcher. The team leader was not invited nor did he participate. Again the team leader would not participate in the conversations or sit with the group.

Once the supervisor entered the area, the team leader would talk with the team leader and members of the team.



Assignments would be given and everyone would then speak in English. Again, the team leader would stand back from the group.

### Team 1-3

This team displayed a high level of collectivism in their team behaviors as noted on the behavioral checklist. Team 1-3 had an orientation of group or team identity as shown by the following types of observations.

Team 1-3 members would arrive at work early and begin the process of setting up and cleaning their equipment for the day. Once this was completed, many of the team members would sit in the waiting area of the office and visit with other team members and the team leader. Prior to team meetings, the members would discuss a number of items. On several occasions, the topics involved equipment issues and concerns about job duties. The group also would discuss personal items and many times the discussion dealt with outside activities such as fishing, hunting and gun collecting. With both Hispanic and Non-Hispanic members many of the conversation were translated when the team leader would ask what was said.

During the first visit, a Hispanic employee discussed a potential problem with another employee's equipment with the team leader. The concern was that the equipment might

create a safety or work problem for the employee. The team leader later discussed the problem with the supervisor. Before another meeting, a discussion was held dealing with having helped another Non-Hispanic team member move the previous night. The team members talked about how the team member had indicated that there was only one load that needed to be moved, but it was five full loads and how tired they were this morning. The team laughed and seemed to enjoy what they had done the previous night for a team member.

At another meeting, one of the Hispanic employees told the team leader that he was having a party and invited the lead employee to attend. The other Hispanic employees agreed and told the team leader that there would be a lot of beer for everyone at the party.

During another team meeting, one of the Hispanic employees was asked by the team leader if he had successfully passed his citizenship test. The Hispanic employee said "Yes" and everyone in the room laughed and congratulated the employee. The team leader then said that the Hispanic employee had to speak English since he had passed his citizenship test. The team leader then said, "Can't be a citizen and not speak English. You cannot speak Mexican now."

The Hispanic employee said, "But I am still Mexican."

The team leader responded, "You are an American-Mexican or Mexican-American. Whatever it is. Be proud of your heritage."

#### Team 2-1

Team 2-1, based upon the behavioral checklist and the behavioral characteristics did not display sufficient behavior to identify the collectivism versus individualism orientation.

This team displayed a variety of behavior during the observed team meetings. Individual members of the team before the team meeting would visit with each other and the team leader in Spanish. However, once the supervisor started the team meeting, the team would display a different type of behavior.

During team meetings, this team displayed a blend of both orientations and the researcher was not able to identify a specific orientation. This was supported by the following types of behaviors observed and documented by the researcher during team meetings.

During the initial team meeting, a representative from a railroad safety organization made a presentation in Spanish. The presenter identified herself as Hispanic and described her experiences growing up in Mexico. The

presenter spent time talking with various members of the group prior to beginning her presentation. During her presentation, many of the members, all Hispanic asked questions and responded to her statements.

During this same team meeting, the supervisor asked on three occasions in English if all the team members were present and received no verbal or non-verbal response from the team. The team did not appear concerned with the question from the supervisor.

During the second team meeting, while some information was being translated, the supervisor said, "I hope he was translating what I was saying. Since I do not speak any Spanish, I don't know what he was saying. At least he did not say 'Gringo'". The supervisor had indicated earlier in a meeting that all members of this team spoke some basic English. This would indicate that the team members might have understood what the supervisor said about the Hispanic employee who was providing a translation.

During the last meeting, when the group learned the supervisor was leaving, the supervisor began to laugh with the group. This behavior was a sudden change in attitude for the supervisor. This type of behavior was not observed during any of the previous team meetings.

Team 2-2

The recorded behavioral observations from Team 2-2 on the behavioral checklist indicated that this team had an orientation of individualism during team meetings.

Team 2-2 members would visit with each other in small groups and were not concerned with the larger group. During many of the observed team meetings, this small group visiting was observed. Several members of the team would not visit with others and would simply sit at the tables and wait for the beginning of the team meetings. This team appeared to be composed of several small groups. This orientation was supported by the following types of documented observations taken by the researcher.

During the first team meeting it was observed that team members were discussing the job issue mentioned by the supervisor among themselves. With most of the team being Hispanic, the conversations would be in Spanish, then in English. Both the Hispanic group and the Non-Hispanic group participated in the discussion. During the third team meeting, an employee nominated by the supervisor received recognition as the employee of the quarter. This recognition was based upon the employee safety record and job attitude. When the winner, a Hispanic member, was announced the team clapped for the winner. It appeared that all members present were pleased with the selection of the employee by the supervisor.

The supervisor displayed the behavior of individualism as supported by the following types of observations. During the first meeting the members wanted to discuss some concerns dealing with their job duties. The supervisor did not respond to the team concerns and continued to follow his pre-established discussion agenda. The supervisor did not stop and follow the discussion of the team members even though they were speaking in English and discussing a topic he had introduced and just spoken about in the meeting.

Also during the first team meeting when asked two specific questions the supervisor responded by saying "I don't know" and then moved on to other issues. No effort was made to find answers to the questions being raised by the team members.

At the beginning of the third team meeting, the supervisor stated, "Are you guys ready? I am". Once this was said, the supervisor began the meeting. During all observed team meetings, the supervisor maintained a very businesslike relationship with the team. The supervisor did not discuss any items other than very specific business items on his agenda and the supervisor did not visit with any team member.

#### Team 2-3

The recorded behavioral observations from Team 2-3 on

the behavioral checklist indicate that this team had an orientation of individualism during team meetings.

Team 2-3 was one of the largest observed work teams and during observed team meetings, the team did not appear to be concerned with any of the discussion being held by the supervisor. This team would visit with others in the room and there was always a number of personal conversations being held during the team meetings. It appeared that the process of team meetings was viewed by this team as a job requirement that did not provide any benefit to the team members. During the meetings, team members would walk around the room and check on the paperwork with the team leader and talk to others in the large meeting and office area.

This orientation was supported by documented observations taken by the researcher during team meetings and is supported by the following types of observations.

Prior to the first team meetings it was observed that team members were discussing various paperwork on their equipment and discussing specific details of their job with others sitting close to them. Once the meeting started, when an issue was raised dealing with customer complaints by the supervisor, some of the team members asked how they were to respond to the customer complaint issue. The supervisor

did not address the question dealing with the customer complaint.

At the end of this team meeting, one employee was overheard telling the employee that was involved with the customer complaint, "If you have any problems or questions, call me on the radio. I will be in the area with you." This indicated that the relationship was important, but also the performance of the job.

During the fourth special team meeting an important issue was being discussed by the supervisor and only a few team members were listening. At the end of this meeting, one of the employee's present said, "This is going to make me really late today. You may owe me for extra time." This indicated a concern for the individual, not task. But then he and other members laughed which showed the statement was not important, or they were uneasy talking in front of the supervisor.

During the fifth team meeting, an employee asked what the team should do, "... if they think they are having a problem." The supervisor did not response to their specific concern and only stated, "Call your supervisor."

During each team meeting the supervisor would follow his established meeting agenda regardless of the level of conversation or concerns expressed by the team. If other issues were raised, the only answer was either to call the



supervisor, or "I don't know". During all the observed team meetings the supervisor did not stop and follow-up on the discussion of the team members even though they were speaking in English and discussing a topic he had introduced during the meeting.

During team meetings when asked specific questions the supervisor would often respond by saying, "I don't know" and then moved onto other issues. No effort was made to identify the concerns expressed by employees or find answers to the questions being raised by the team.

At the beginning of the third team meeting and the fifth team meeting the supervisor stated, "Let's get started. You have a lot to do today". Once this was said, the supervisor began the meeting. During all observed team meeting, the supervisor maintained a very businesslike relationship with the team. The supervisor did not discuss any items other than very specific business items. The supervisor did not visit with any team member.

#### Team 3-1

Team 3-1 displayed more individualistic traits based upon the behavioral checklist and the behavior characteristics displayed by this team during the team

meetings observed by the researcher. It was observed at each team meeting that specific activities of each team were discussed in detail. While each sub-team discussed specific tasks that were accomplished, the individual responsible was given credit. It was not the team that was given credit, but the individual or individuals responsible were credited for achieving specific results. Even individuals were credited for groups activities when during the third meeting a pitch-in luncheon from the previous day was discussed and individuals were recognized for their participation. The following types of observations that occurred during the team meetings and documented in the researcher's notes support these traits and observations.

During each team meeting, overall group work activity was stressed by discussing the specific work activities of each individual work team. In the individual team discussions, work achievements were discussed and then members responsible were identified. This agenda was followed at each meeting.

The supervisor had an opportunity on the agenda to discuss items during each team meeting and the agenda was similar at all eight team meetings. During each meeting, the agenda had a specific topic of "Supervisor Minute". It was during this time the supervisor would talk with the team.

Any thoughts or ideas from the supervisor were held for discussion during this time of the meeting.

The supervisor did not discuss group interaction items or personal items with the team, but only outlined specific tasks needing attention by the group or specific teams within the group.

The supervisor's behavioral approach and the team's behavioral response was pointed out during the second team meeting when the supervisor was not present. The facilitator told the team that the supervisor would not be meeting with them that day due to a conflict with another company meeting. The facilitator recommended the team go ahead with the meeting. Then the facilitator stated, "With (manager's name) gone, this should not take long. We can get out of here quickly."

During team meetings when given an opportunity to discuss team or personal issues, the supervisor always discussed very organizational specific work issues. The supervisor during all of the observed team meetings did not raise personnel issues or quality of work life issues.

#### Summary of Individualism versus Collectivism Characteristics

Of the seven multi-national workteams observed, only six teams displayed identifiable behavioral characteristics of individualism or collectivism during observed team

meetings. The orientation of Team 2-1 was not identifiable during the observed observations.

Only Team 1-1 and Team 1-3 displayed the behavior characteristics of collectivism. The remaining four teams displayed the behavior characteristic of individualism during team meetings.

#### Masculinity versus Femininity Characteristics

As previously discussed, a masculine culture would believe that the dominant values of members in the culture would include power, money and things. A feminine culture would believe that the dominant value of members in the culture would include caring for others and the quality of life.

#### Team 1-1

Based upon the behavioral checklist and behavioral characteristics observed during team meetings, Team 1-1 displayed more femininity traits than masculinity traits. This indicated that the team was more concerned with group value and the quality of their life than job performance.

Many of this team's discussions dealt with previous work experiences and what each could do to help another

member of the team. When issues of job performance were discussed, the team was very supportive of individual members. This view was supported by the following types of observations that occurred during team meetings and documented in the researcher's notes.

During the fourth team meeting, the team leader and several of the Hispanic members were visiting and laughing. A Non-Hispanic employee wanted to know what they were talking about and asks the team leader. The team leader indicated that they were discussing living in the United States. The group with the assistance of the team leader continued to talk about the difference between living in the United States and in Mexico. Everyone, both Hispanic and Non-Hispanic become involved in the discussion. The lead employee translated for both groups. They laughed about how one of the Hispanic drove, how it is always hot in Mexico and how one of the Hispanic members only saw snow after he had moved to Oklahoma City.

During another team meeting the group was discussing an work related event that had happened several months previously. The team leader was translating and all in the group was laughing and sharing their memory of the event as they discussed the work experience.

Team 1-2

Team 1-2, displayed more femininity behavior versus masculinity behavior during team meetings based upon the behavioral checklist. Team 1-2 was more concerned with group orientation rather than job performance. The members of this team would visit with each other with the exception of the team leader. The members of this team would share donuts and other items as previously discussed. This type of behavior displayed also would indicate a group orientation. The members of the team would discuss many items with the supervisor and other visitors to the area. These discussions were held in English. However the team leader would not actively participate with the other team members and when he was present, a different attitude and behavior were displayed. The researcher noted the following type of behavior that support this observation.

During the third meeting, before the supervisor arrived, the lead employee entered the area and again wandered around the area. When the supervisor asked a question, the lead employee left the area to complete a task. The lead employee would complete tasks himself instead of working with the team members. Again during the fifth meeting, the team leader spent most of the time in a storeroom looking for equipment. Once the supervisor began to ask questions of the team, the lead employee would return to the general area. This type of behavior was present

during most team meetings. During the seventh meeting, the lead employee spent most of the time working at the workbench located to the side of the area.

### Team 1-3

Team 1-3, based upon the behavioral checklist and behavioral characteristics observed and documented during team meetings displayed a femininity behaviors versus masculinity behaviors. This team displayed an orientation of group behaviors versus job performance behaviors.

The members of this team would visit prior to team meeting with others and discuss family and personal issues. While job related issues were discussed on a few occasions, the concern was with other members and their safety and the quality of life. The members of this team knew what others were doing and were aware of family issues and activities. This view was supported by the following types of team observations documented by the researcher during team meetings.

During a discussion, the team appeared to be upset because of a request they not leave when their job was completed, but they had to stay until 4:00pm. On another occasion, the lead employee indicated that he could not

begin his day until he finished a favor for another employee.

On several occasions, the lead employee asked about the children and family of other employees. This indicates an interest in the quality of life for these employees.

#### Team 2-1

The orientation of masculinity versus femininity behavior was not identified for Team 2-1 due to a combination of behaviors observed and documented during team meetings. The specific behavioral characteristic of this team was difficult to identify. This team displayed a mixture of masculinity and femininity behaviors during team meetings.

The team members of this team appeared to visit with others during the initial pre-meeting period. However, once the meetings were started, the team did not visit with or discuss issues with the supervisor. The initial visiting prior to the meetings would indicate a basic orientation of femininity, however, with a job focus during the team meeting, an orientation of masculinity was displayed by the team to the supervisor. The only exception was during the first meeting with a Hispanic presenter when the team took an active role in discussing and sharing experiences. The following types of observed behavior



supported this view of Team 2-1.

During the first team meeting, the outside presenter after having introduced herself was followed closely during her presentation. The employees did not talk among themselves and when questions were asked, several would respond. When the presentation was completed, none of the employees talked with the supervisor, but several walked up to the presenter and talked with her in Spanish. During the third meeting, a discussion took place dealing with some of the equipment. A Spanish speaking individual from the main office was present and translated the information. Once translated, there was a discussion between the employees and the individual who was translating. The translator responded to each question.

During the first meeting, the presenter gave out literature and safety pins to the group. The presenter passed the materials out and asked each to take some with them. When several employees indicated that they did not get any, the supervisor handed each of them a single copy of the literature and a single pin.

This view was also indicated during the third team meeting when the General Manager walked into the room at the end of the discussion to observe the meeting. When the translator asked if anyone had a question, no one responded. The General Manager then asked, "Do you

understand everything that was discussed?", when no one answered, the General Manager told the translator, "Ask them questions and see if they really understand."

Since many in the room could speak limited English, the General Manager's statement might have had a negative influence on the attitude of the employees.

#### Team 2-2

Based upon the documented observations and the behavioral checklist dealing with masculinity versus femininity behavior, it was difficult to identify an orientation from this team. The team displayed a mixture of both behaviors during the researcher's observations. There was not sufficient data to categorize the behaviors.

This team was very similar to Team 2-1 in the level of interpersonal interactions that took place prior to the team meetings. Once the supervisor called the meeting to order, this team only focused on job issues and did not openly discuss items with the supervisor. This observation was supported by the following types of team documentation by the researcher.

An orientation of femininity behavior was displayed by this team in the following situations and events at team meetings. However, these observed behaviors were not

sufficient to identify an orientation for the team.

The researcher observed that at each team meeting, the members would sit in small groups around tables and hold quiet private conversations. Many times the team did not appear to be paying much attention to the supervisor but were more concerned with the other team members.

Even though the team members could speak English, they preferred to speak in Spanish. This indicated that they wished to have conversations that the supervisor could not understand.

During the first team meeting the concerns raised by the team members related not to improved job performance, but to questions dealing with their comfort. Employees asked about better, more comfortable equipment.

#### Team 2-3

Team 2-3 displayed masculinity behavior characteristics during team meetings according to the behavioral checklist and documented observations. This indicated Team 2-3 had a higher orientation towards job performance versus group orientation in their displayed team behaviors.

Team 2-3 during the observed team meetings was not concerned with any of the items being discussed by the supervisor. The members of this team would sit in the

meeting area and visit and discuss work with those sitting around them. The seating arrangement appeared to be small groups of friends. Many of the members of this team would walk around during the meetings to check with the team leader or ask the team leader questions about the daily work assignments. This view was supported by the following observations that occurred during the team meetings and documented in the researcher's notes

During the first team meeting, it was observed that there were approximately six groups of employees talking together at the tables and around the supervisor's office. The groups were discussing employees who had called in, equipment issues and other concerns.

The same group discussion was present at all team meetings. The group membership of the small groups did not appear to change, but various employees would walk around the room and join discussions about job questions.

It was noted at the first team meeting the supervisor's primary discussion was on only two previously established agenda topics. The first discussion topic dealt with recent customer complaints, and the second topic dealt with employee safety. The company, according to the supervisor's discussion was concerned about injuries. The supervisor stated, "We don't want anyone to get hurt and I don't think any of you want to be injured."

This limited focus was displayed in other team meetings by an agenda that dealt only with specific job related issues. The supervisor did not address any concern dealing with the quality of their work life, even when team members would raise concerns with the supervisor. During the fifth team meeting, some issues dealing with quality of work life were addressed in a job related fashion by the supervisor.

At the fifth team meeting the supervisor discussed equipment that had recently been updated, repaired and serviced to provide air conditioning for the employees in their vehicles. However, the focus of the discussion was not on the comfort of employees, but on the fact that according to the supervisor, "You need to check and do some maintenance on the equipment. If it quits during the summer, we are not going to fix it again."

#### Team 3-1

The identification of masculinity versus femininity behavior characteristics for Team 3-1 was not possible. There was not sufficient data pertaining to this behavior to establish the orientation of the team.

The team displayed an orientation of masculinity by the individual work teams presentations outlining achievements of individual team members. Individual

members were recognized for what they had done for the work team during each team meeting. Other members of the organization would also recognize individuals from other teams who had provided assistance during the week.

A masculinity orientation was also displayed during each team meeting when the team would follow a specific agenda providing time for the supervisor. Other parts of the agenda provided time for each team to discuss what had occurred during the week. This became an important issue for the supervisor.

The trait of femininity was displayed during each team meeting when the group would discuss problems they had faced in an agenda topic of "What Went Wrong" and the topic of "What Went Right". These items were discussed during each team meeting. This view is supported by the following types of observations from the team meetings observed by the researcher.

The supervisor's orientation of masculinity was displayed during the eighth team meeting when all the work teams discussed problems they had faced during the week in an agenda topic of "What went wrong". When the facilitator moved to the next topic, "What went right", there was silence. The supervisor then said, "You spent 20 minutes talking about what went wrong, think of something, you had better spend at least 20 minutes talking about what

went right." The supervisor then told the employee responsible for documenting the meeting, "Don't write that down."

#### Summary of Masculinity versus Femininity Characteristics

Of the seven multi-national workteams observed, only four teams displayed identifiable behavioral characteristics of masculinity or femininity during observed team meetings. The orientation of Team 2-1, Team 2-2 and Team 3-1 were not identifiable during the observed observations.

Only Team 1-1, Team 1-2 and Team 1-3 displayed the behavior characteristics of femininity. Team 2-3 displayed the characteristic of masculinity during the observed team meetings.

#### Power Distance Characteristic

As previously discussed, a large power culture indicates a belief that those in positions of power have special privileges and are different from everyone else within the culture. A small power culture indicates a belief that everyone is equal and an important purpose within society is to insure the equality distribution of power to all members of the culture.

#### Team 1-1

Based upon the behavioral checklist and behavioral characteristics observed during team meetings, Team 1-1 displayed both large and small power distance behavior. With the observations, it is difficult to identify the specific orientation for this team.

On several occasions, the immediate supervisor would sit with the team and the team behavior indicated a small power distance orientation. However, on several occasions when the immediate supervisor would sit and talk with the team, the behavior indicated a large power distance. The subject of the supervisor's discussion appeared to be the determining factor. When work issues were discussed, a large power distance was observed, however on several occasions, the supervisor visited with the team and a small power distance orientation was observed. The presence of the supervisor's immediate supervisor also resulted in large power distance behavior towards the supervisor.

With this displayed behavior during observed team meetings, a power distance orientation was not identified for this team. Power distance behavior that was observed and documented by the researcher supported both types of behavior.

During a number of the team meeting visits, the supervisor was busy in discussions with his immediate



supervisor and did not take part in the team discussions. However on some occasions the supervisor was part of the discussion during the meetings. The supervisor, who did not speak Spanish, would use the team leader in understanding the Hispanic members. The supervisor participated in many discussions and joined in the visiting when he was not in other discussions. He was viewed as another member of the group and was not addressed in any different manner. However, the supervisor's immediate supervisor was treated in a much different fashion. He was treated with a higher level of respect. If a team member needed to talk to him, the team member would get up and walk to his individual's office area.

#### Team 1-2

Based upon the behavioral checklist and behavioral characteristics observed during Team 1-2 team meetings, this team displayed characteristics of small power distance. This team characteristic indicated that Team 1-2 viewed everyone as an equal and did not place a high level of status on the team leader or supervisor. During team meetings, the researcher noted and documented the following behavior that supported a small power distance orientation.

The supervisor during the nine team meeting visits did not sit at the tables with the team members, but would only stand at the head of the table and talk to the team members. When a member of the team asked the supervisor a question, the supervisor would answer and then move to another area. The non-verbal signs from the Hispanic members tended to indicate some degree of respect to the supervisor.

### Team 1-3

Team 1-3, based upon the behavioral checklist and the behavioral characteristics displayed a small power distance orientation. This orientation indicated that Team 1-3 viewed everyone as an equal and the team did not place a high level of status on the team leader or supervisor during team meetings.

The supervisor of this team did not sit in the waiting area with the team members, but would often stand at the doorway to his office and talk to the team members. When a member of the team asked the supervisor a question, the supervisor was open with his response. This observation was supported by the following types of behaviors documented by the researcher during team meetings.

On one occasion, an employee was told of some areas of responsibility that had been missed earlier in the week. When the employee asked why the supervisor had not told him

of the problem previously, the supervisor said he had forgotten.

During another discussion, a friend of one employee was quite ill. The entire group listened to the discussion. Another discussion dealt with a problem that had been identified and the lead employee told the employee not to worry about it. The lead employee said, "We have had that problem for some time, just do the best you can and don't worry about it".

Only once during the nine team meetings was the supervisor treated with a very high level of respect. During the eighth meeting, the supervisor had informed the employees of an important topic for the team meeting on that date. As employees entered the area, they discussed what the supervisor wanted to discuss. All employees were sitting in the office area and waiting for the supervisor.

The supervisor entered the area and immediately went into his office. When the supervisor entered the area, the employees became very quiet and did not talk with each other. After about 10 minutes, the supervisor walked to the doorway of his office and began talking with the team.

The supervisor said, "When I get calls from my boss and others complaining about you guys, it does not make a good day for me. When I have a bad day, you guys will have a bad day the next day. This stuff has to stop or there will be

some major changes to work assignments. It is up to you, you know your job. Do it right, or else. Now, straighten things up or else."

The entire crew was silent during this talk. Finally the supervisor said, "Get out of here". Everyone left the area.

#### Team 2-1

Team 2-1 displayed a small power distance when dealing with team members. This small power distance orientation indicated that the team viewed team members as equal. When dealing with the supervisor, this team displayed an orientation of a larger power distance which indicated the supervisor had a slightly higher level of status than team members. The differences are reflected in the following types of observations from this team.

After the first meeting, the supervisor indicated that there were donuts left and told everyone to help themselves. None were taken until the Hispanic presenter offered the donuts to the group. When offered by the presenter, several employees came forward and took donuts. During the fourth meeting, the supervisor had a new translator. After opening the meeting, the supervisor looked to the translator so that his message could be translated. The translator only watched the supervisor and did not say anything. Again

the supervisor opened the meeting and stopped, waiting for the translator to translate his message. Again the translator only looked at the supervisor. In front of the group, the supervisor then said that she needed to work on her Spanish.

This team's orientation on equality indicated that not all members were treated as equals. This view might have been created due to the environment that was created by the supervisor responsible for conducting the team meetings. The examples provided above might have caused the team to not show any level of equality during the team meetings. The interaction between various members was very limited except during the initial meeting when the presentation was by a Hispanic member of the railroad safety organization. During this meeting, when the supervisor did not have an active role, the interactions and communications patterns appeared different. The members of the team communicated with the presenter and responded to comments and questions.

#### Team 2-2

Team 2-2 displayed an orientation of high power distance which indicated that the team did not view themselves as equals and placed high status on the supervisor.

During observed team meetings, this team did not appear

to share information among themselves and especially the supervisor. The supervisor was not given any type of recognition during the meetings. Most of the time while the supervisor was talking, the team was not paying attention. This orientation was supported by previously discussed types of behavioral observations from this team dealing with the supervisor.

During most team meetings the team members would talk among small groups. This was the only observed behavior of small power distance displayed by the team. All members of the team did not participate in these discussions and this was an indication of large power distance behavior. During all meetings, the team members appeared not to pay much attention to the items being discussed by the supervisor.

### Team 2-3

Based upon the behavioral checklist and the behavioral characteristics observed and documented by the researcher during Team 2-3 Team meetings, this team did not display sufficient behavior to identify the team power distance orientation. The only type of power distance behavior characteristic that was observed by the researcher with this team is outlined below.

During observed team meetings members would

talk among themselves and not pay attention to the discussion topics being discussed by the supervisor and the supervisor did not appear to pay much attention to the team or its members.

#### Team 3-1

The power distance orientation for Team 3-1 was not determined due to insufficient data during the observations of team meetings.

The only significant display of power distance was during the second team meeting when the supervisor was not in attendance. The comment about having a short meeting since the supervisor was not present was an indication that the team did not place a high level of status and respect on the supervisor. This observation was discussed in a previous section for Team 3-1.

#### Summary of Power Distance Characteristic

Of the seven multi-national workteams observed, only four teams displayed identifiable behavioral characteristics of large or small power distance during observed team meetings. The orientation of Team 1-1, Team 2-3 and Team 3-1 were not identifiable during the observed observations.

Only Team 1-2, Team 1-3 and Team 2-1 displayed the

behavior characteristics of small power distance. Team 2-2 displayed the characteristic of large power distance during the observed team meetings.

### Uncertainty Avoidance Characteristics

Uncertainty avoidance deals with the extent to which we feel threatened by uncertain situations and create beliefs and institutions to avoid this threat. As previously discussed, strong uncertainty avoidance behavior include aggression and emotions at proper times, need for rules and time is money. Weak uncertainty avoidance behavior include fewest rules as necessary, time is a concept and emotion and aggression should not be shown.

#### Team 1-1

Team 1-1 displayed a low level of uncertainty avoidance based upon the behavioral checklist and behavioral characteristics observed during team meetings. The team behavior indicated that this team accepted uncertainty on the job and did not view time as a major job concern.

This orientation was shown by the team's view of time and especially by the team acceptance of general job instructions. Team 1-1 members did not ask specific job assignment questions of the team leader or supervisor. They



accepted general assignments and would work out the specific details among themselves during the team discussions. The following types of observations documented in the researcher's notes support this team behavior.

Many times when new work needed to be assigned, the lead employee would spend time talking with the supervisor at the supervisor's work area. This discussion and work attitude would then be reflected to the work group when the lead employee talked with the team about new work assignments.

Time appeared to be more important to the supervisor and the team leader. The team did not place a high level of importance to time. At the end of one assignment meeting, the lead employee said, "Ever notice how we never want to get started in the morning? Time to go." With the lead employees interest in the group as pointed out in previous items it should be noted that he said "Ever notice how we...", he included himself in the group. On another occasion, the lead employee said to the group "Time to get started.", he then said the same in Spanish.

#### Team 1-2

Based upon the researcher's observations and detailed documentation, Team 1-2 displayed a mixture of uncertainty avoidance behaviors.

The team members watched the clock very closely. The team meetings were scheduled to occur between 7:30am and 8:00am. The team did not want to leave until 8:00am each morning the researcher attended a team meeting. The following types of team meeting observations supported this view.

During the eighth team meeting, the supervisor at 7:45am told the crew to load up. The employees looked at each other and then the supervisor. The supervisor then said, "When it is time, get everything together." It appeared the team expected their team meeting time to last 30 minutes and they did not like the supervisor expecting them to cut their time short.

### Team 1-3

Team 1-3 displayed both high and low uncertainty avoidance behaviors during the team meetings observed and documented by the researcher. With both orientations shown during team meetings, there was not sufficient documented behavior to identify the overall team orientation.

During each morning, some of the employees would spend a period of time cleaning up their work area and then they would return to the office area to sit and discuss work issues and personal items with other employees.

The discussion on Team 1-3 detailed in the previous

section dealing with power distance dealt with a problem that had been identified and the lead employee told the employee not to worry about it. This discussion dealt not with job performance, but with group belonging. The team leader discussed how others had faced the same situation and had the same results. During many of the meetings, the team leader would watch his watch closely. This view was supported by the following types of documented behavior during Team 1-3 meetings.

During the fourth team meeting the team leader said, "It is 5:32am. No wonder I am getting anxious."

The acceptance of different views is demonstrated by the Hispanic employees speaking in Spanish and the reaction of the non-Hispanic employees. After the fifth team meeting, the Team leader said, "Sometimes I feel like I am living in a foreign country. But, I guess it is OK that they speak in Spanish. I don't understand much of it."

This acceptance of differences was also shown by the employees during the first team meeting when the team discussed the movement of a support employee. Some thought this employee did not want to work, while others thought this employee could work circles around others. While there was disagreement, the groups tended to accept the different views and everyone appeared to accept the change of work assignment.

Team 2-1

Team 2-1 displayed a low level of uncertainty avoidance during team meetings. The team accepted uncertainty on the job as normal, they accepted the difference in language between themselves and the supervisor and the team did not appear to place high value on time. Time did not appear to be a significant concern for this team. This orientation of uncertainty avoidance was supported by the following observations types documented by the researcher during team meetings.

Members of Team 2-1 would hold conversations among team members in Spanish, which the supervisor did not speak. The team was not concerned with the language barrier between themselves and the supervisor. With the supervisor not speaking Spanish, the team did not display behavior seeking to reduce the differences among the group. This behavior was displayed and documented during the following team meetings.

During the second team meeting the supervisor indicated that the purpose of the meeting was to discuss some issues that were required by the law. The supervisor then began a discussion about OSHA requirements in English. A translator was present to present the material in Spanish for the team. While the supervisor was speaking, the team members would

talk with each other. Once the translator would begin to translate the message, the team would appear to listen.

Again during the third team meeting the supervisor indicated that he had observed employees not following all the required safety regulations in the operation of some equipment. During this team meeting a lengthy discussion was held between the translator and the team members in Spanish dealing with the operation of various types of equipment. The supervisor was not involved in the discussion and the translator did not ask any questions of the supervisor. The supervisor did not ask what the team had discussed.

Again during the fourth meeting, several team members talked with other members at the tables. The supervisor during this team meeting was discussing the proper operation of various types of equipment and the necessary safety procedures that should be followed. The supervisor asked if everyone understood. At this point, the employees looked at the lead employee. The lead employee, Hispanic, told the supervisor in English, that if someone did not understand, they would ask him. He then turned to the group and spoke in Spanish and several in the group nodded and smiled, as if in agreement.

During each of the four team meetings, the supervisor seemed to be focused on job performance issues. The

supervisor did not appear to visit, or hold any personal conversations with the employees present. The only time this occurred was during the last meeting when the supervisor notified the team that he was leaving the organization.

The team members did not appear to be concerned with the scheduled start time of the team meeting. During each of the observed team meeting, employees would arrive in the conference room several minutes after the scheduled start time.

This was in contrast to the supervisor who always started the meeting on time. Each time, the supervisor would ask if everyone was present. Team members would then tell the supervisor who was missing. The supervisor would then ask someone in the group to find the missing employee. This was interesting because during team meetings, the members would not respond to the supervisor's questions asked in English. The team members appear to understand English when they wish.

Once the meeting topics and issues were completed, the supervisor would adjourn the team meeting and tell the employees it was time to return to work. When the meetings were completed team members would go into the break area before return to work. The team members would stay in the conference area for several minutes after each meeting

and not return to work immediately as the supervisor asked.

#### Team 2-2

Team 2-2 did not display sufficient behaviors as identified on the behavioral checklist to identify a uncertainty avoidance orientation. Both high and low uncertainty avoidance behaviors were observed and documented by the researcher during team meetings. The following types of behavior was observed and documented by the researcher during team meetings.

Various members of the team discussed issues among themselves during the first team meeting which displayed a small uncertainty avoidance orientation. Also, during the first team meeting, team members would leave the room and return with coffee and talk in quiet almost private conversations with others on the team. During this time, the supervisor continued to discuss items.

During the third team meeting, when the "Employee of the Quarter" winner was announced by the supervisor, all members of the team clapped for the winner.

Observations by the researcher indicated that the supervisor did not maintain any type of control during the team meetings. The supervisor would only discuss performance issues that were on a predetermined agenda. The

supervisor did not participate in any type of personal conversations with team members during any observed team meetings even when team members attempted to ask questions.

At the beginning of each team meeting, the supervisor would ask if everyone was present. If an employee was not present the supervisor would ask someone to find the employees. The supervisor wanted to start on time and did not want to delay the beginning of the meeting due to employees missing.

The researcher noted during team meetings observations that team members were more concerned with personal items and visiting than discussing work issues. At all team meetings, there were late arrivals, team members that would walk out of the room for a drink, and many personal conversations taking place during the team meeting. This was a time for the team members to visit with each other since their job did not permit visiting or talking with each other.

If members wished to discuss an issue they would speak in either Spanish or English. Members of this team could speak and understand either language. The Hispanic members would speak in English when visiting with a Non-Hispanic, but Spanish with Hispanics

Team 2-3



Based upon the behavioral checklist and the behavioral characteristics observed and documented by the researcher during Team 2-3 Team meetings, this team did not display sufficient behavior to identify the team uncertainty avoidance orientation. The types of displayed uncertainty avoidance behavior characteristic that was observed by the researcher is discussed below.

During the first team meeting when the supervisor was discussing items that he felt were important various small groups of team members were discussing other work related issues among themselves. This activity continued during all team meetings observed by the researcher. While some members of the team might listen to the supervisor during the meeting, other team members would leave the room and return with coffee and talk in quiet almost private conversations with others on the team. During this the supervisor continued to discuss topics on the agenda.

It was noted by the researcher's observations that the supervisor had a specific agenda dealing with work related issues for each team meeting. The supervisor followed this predetermined agenda and did not visit with members of the team prior to the beginning of the meeting, during or after the meeting. The supervisor appeared more concerned with addressing all the items on the agenda and not maintaining

any type of control or developing any type of relationship with team members during the any observed team meetings.

Each team meeting was opened in a similar fashion. During the third team meeting, the supervisor said, "Let's get started. You have a lot to do today. The purpose of this meeting is to talk about ....." Each meeting was very specific and the agenda was closely followed.

The supervisor would begin each meeting on time, since he several times indicated that the team had a lot to do that day. While the supervisor would begin on time and indicate there was a lot of work to do, the team members did not appear to be as a time constrained as the supervisor. They would take a few minutes after each meeting before returning to work. Most employees in this team were present before the meeting started and the supervisor did not have to ask others to find any missing members.

Since this was the largest of this organization's teams, the differences in language were not as obvious with more members.

#### Team 3-1

Team 3-1 did not display sufficient documented behavior to identify either a low or high uncertainty avoidance orientation during the observed team meetings. This view is supported by the following types of observations during team

meetings.

During meetings and prior to team meetings, the various multi-national team members tended to speak only in English. The few who might speak in the native language spoke very quietly. Only the two employees from Vietnam and the two from China had others who might speak in the same language. The entire team appeared to accept the language difficulty from the multi-national team members. However, the supervisor did not focus on, or look at any of multi-national members of the team during any of the observed meetings.

This team viewed time as having a monetary value, but also an item that could be worked with on the job. Deadlines would be adjusted when the group was unable to complete a task as assigned. The team discussed a two-week turn around time-line, but the team would not agree with this time-line because they felt it might not address some specific job needs.

During the discussion of time-lines the supervisor maintained a view of the urgency of time and relationship to job performance. A two week time-line was very important to the supervisor, but the team would not agree with the supervisor's view.

#### Summary of Uncertainty Avoidance Characteristic

Of the seven multi-national workteams observed, only two teams displayed identifiable behavioral characteristics of high or low uncertainty avoidance during observed team meetings. The orientation of Team 1-2, Team 1-3, Team 2-2, Team 2-3 and Team 3-1 were not identifiable during the observed observations. Only Team 1-1 and Team 2-1 were identified and both teams displayed the behavior characteristics of low uncertainty avoidance.

#### Team Leader Observed Behavior

The team leaders from each of the observed multi-national work teams were observed to determine the behavioral orientation displayed during team meetings. The behavior of the team leader might have an influence on the behavior orientation displayed by the various team members during team meetings. A summary of each observed team leader is discussed in the following section.

##### Team 1-1

The team leader of Team 1-1 would very actively participate in the interpersonal interactions that took place between various members of the team. The team leader translated conversation and work instructions to all members

and made efforts to insure that no member of the team was excluded due to language differences.

#### Team 1-2

The team leader of Team 1-2 did not participate in the interpersonal interactions that took place between various members of the team. The team leader of this team removed himself from the team conversations and did not associate with the members and made very little, if any, effort to communicate with the team members.

#### Team 1-3

The team leader of Team 1-3 would very actively participate in the interpersonal interactions that took place between various members of the team. The team leader talked with all members of the team and made certain that all members understood various work instructions. This team leader showed concern for all members of the team and accepted the language differences that existed within the team.

#### Team 2-1

The team leader of Team 2-1 was only involved in the daily work assignments of the team and did not participate in the interpersonal interactions between team members. The team leader's participation dealt with paperwork. This team leader, Hispanic, communicated work instructions to all members of the team in Spanish, if needed.

#### Team 2-2

The team leader of Team 2-2 was only involved in the daily work assignments of the team. The team leader's participation dealt with paperwork and there was very little, if any participate in the interpersonal interactions that take place between various members of the team. This team leader only communicated work instructions to all members of the team in English and made no effort to insure that multi-cultural members of the team understood the instructions.

#### Team 2-3

The team leader of Team 2-3 was only actively involved in the daily work assignments of the team. This participation dealt with paperwork and there was no participation in the interpersonal interactions that took place between various members of the team. This team leader

also communicated all work instructions to members of the team in English and made no effort to insure that multi-cultural members of the team understood the instructions.

#### Team 3-1

This team did not have an established team leader for the meetings that were observed. The supervisor of the team performed this function. This supervisor appeared to be very actively involved in the details of the teams daily work assignments. This involvement dealt with the specific details of each job assignment and the supervisor did not actively participate in the interpersonal interactions that took place between various members of the team during the team meetings. This supervisor appeared to devote his time and effort to specific work related issues and instructions. No effort was made by the supervisor to insure that multi-cultural members of the team understood the instructions or shared information with other team members.

#### Summary of Team Leaders

Of the seven observed workteams, only six had an identified team leader. Of the six identified team leaders, only two team leaders were actively involved with the interpersonal interactions of the team members. The

team leaders of Team 1-1 and Team 1-3 were very involved with their team members during observed team meetings.

Team leaders of Team 1-1 and Team 1-3 made efforts to involve all team members in discussions and made an effort to develop an environment of sharing among all team members during the observed team meetings.

The other team leaders from Team 1-2, Team 2-1, Team 2-2 and Team 2-3 were only involved in paperwork for the team members. These team leaders did not participate in any interpersonal interactions with team members. Team 1-2's team leader did not participate in any interactions with the team members unless the supervisor was present.

#### Characteristic summary by Team

##### Team 1-1

This team during the observed team observations displayed the orientations of collectivism, femininity, and low uncertainty avoidance . There was not sufficient data to establish the orientation of power distance team.

It was interesting to note that Team 1-1 members sat in a similar seating fashion during each observed team meeting. Each morning, the initial team members did not communicate until the team leader appeared. Once the team leader joined the group, all members of the team that were present began



to visit and share with each other.

On occasions when the team leader was not present, this team did not have communication between Spanish and Non-Spanish team members. The team leader on this team played a vital role in the group membership and sharing in the view of the researcher.

The Hispanic team leader made efforts to insure an open, sharing environment during all team meetings. The team leader would translate conversations from members so that all members understood what was being shared and discussed. The team members of this team appeared to feel a sense of togetherness and team identity.

#### Team 1-2

Team 1-2 during the observed team observations displayed the orientations of individualism, femininity, and small power distance . There was not sufficient data to establish the orientation of uncertainty avoidance for this team.

It was interesting to note that Team 1-2 members also sat in a similar seating fashion during each observed team meeting. Each morning, the team members did communicate with each other in Spanish until the team leader appeared. Once the team leader entered the building the group, all members of the team that were present began to sit and keep

themselves busy and the amount of communication between team members was reduced. The group would continue to visit but always in Spanish. The team leader for this team did not sit with the team, but would walk around the area and look outside. This team leader did not visit with team members except to discuss specific job issues.

Once the supervisor entered the area, the team leader would walk to the seating area. The supervisor would greet the team members and the team would talk with the supervisor in English. The conversations were very general and the members did not visit with the supervisor. During this time, the team leader would stand beside the supervisor and listen to the other team members without talking.

The team leader made no effort to insure an open, sharing environment during team meetings. The team leader did not speak Spanish and did not understand the members conversations . The team members of this team appeared to feel a sense of togetherness and identity with each other, but not with the organization.

#### Team 1-3

Team 1-3 during the observed team observations displayed the orientations of collectivism, femininity, small power distance. There was not sufficient data to establish the orientation of uncertainty avoidance for this

team.

Members of team 1-3 sat in a similar seating fashion during each observed team meeting. Each morning, the team members, when they entered the waiting room, would share and communicate with each other. The team leader was the first team member to enter the area and as soon as others entered the office waiting room, the team leader would begin to talk with the members.

On several occasions when the team leader was not present due to an off-the-job accident, the level of communication and sharing between Spanish and Non-Spanish team members was less. The team leader of Team 1-3 played a vital role in the group membership and sharing process for this team.

This team leader made efforts to insure an open, sharing environment during all team meetings. The team leader did not speak Spanish but would aid team members and would share and discuss work and personal issues with various team members. The team members of this team appeared to feel a sense of togetherness and team identity. This team togetherness was also displayed when all members were invited to a party being held by one of the Hispanic employees. The togetherness was also displayed when several team members helped an employee change residences.

#### Team 2-1

Team 2-1 during the observed team observations displayed the orientations of small power distance and low uncertainty avoidance. There was not sufficient data to establish the orientation of collectivism versus individualism or masculinity versus femininity behaviors for this team.

Team 2-1 did not display any organizational identity during the observed team meetings. The team was composed of Hispanics and before the team meetings, the members would visit with members sitting in the same area. Once the team meetings began, this team did not display any specific behavior of collectivism versus individualism during the observations. The only occasion where this type of behavior was displayed was during the initial visit when a Spanish speaking presenter was discussing railroad safety to the team.

The researcher noted that the behavior of the supervisor and the General Manager might have had an influence on the general orientation of the team members. Both the supervisor and the General Manager displayed very individualistic behavior and the members of the team became very withdrawn and quiet when they were present. The team leader for this team was not concerned with the interpersonal interactions that took place during team meetings. The team leader was more concerned with the

paperwork issues for this team. This approach might be a reflection of the behavior of the supervisor.

#### Team 2-2

Team 2-2 during the observed team observations displayed the orientations of individualism and high power distance. There was not sufficient data observed during the Team 2-2 visits to establish the orientation of masculinity versus femininity or high versus low uncertainty avoidance.

Team 2-2 also did not display any organizational identity during the observed team meetings. The team was composed of 12 Hispanics and 12 Non-Hispanics. It was observed before the team meetings that the members of this team would visit with some members of the team who appeared to be friends. During team meetings this team did not display any specific behavior of masculinity versus femininity or uncertainty avoidance during the observations.

The researcher noted that the behavior of the supervisor and the General Manager might have had an influence on the general orientation of the team members from this organization. Both the supervisor and the General Manager displayed very individualistic behavior and the members of the team became very withdrawn and quiet when they were present.

The team leader for this team was not concerned with

the interactions that took place between team members. The team leader of Team 2-2 was also more concerned with paperwork and equipment issues for this team. This approach might be a reflection of the behavior of the supervisor.

### Team 2-3

Team 2-3 during the observed team observations displayed the orientations of individualism and masculinity. There was not sufficient data observed during the team meetings to establish the orientation of power distance or uncertainty avoidance for this team.

Team 2-3 members did not set in the same area during the observed team meetings. This team would set in small groups of similar individuals. Friends and coworkers working in the same areas sat together in during observed team meeting.

During each team meeting, the members were more concerned with the individual conversations being held in the small areas of the meeting room. The supervisor during his discussions was not a focus of attention.

The team leader of this team was not interested in the supervisor's discussion and would spend his time talking with other members about equipment issues, work issues and customer issues. The team leader was not concerned with the interactions between team members, but with the work issues

and paperwork that needed to be completed prior to the team members leaving for their daily work assignments each morning.

As noted with the other teams from this organization, the behavioral characteristics displayed by the supervisor and the General Manager might have had an influence on the behavior of the team members. Both the supervisor and the General Manager displayed very task oriented behaviors as discussed previously.

#### Team 3-1

Team 3-1 during the observed team observations displayed the orientation of individualism. There was not sufficient data collected during the observed Team 3-1 meetings to establish the orientation of masculinity versus femininity, power distance or uncertainty avoidance.

Team 3-1, was very concerned during its team meetings to recognize individuals who had provided or aided others in resolving work place issues and problems. Individual recognition appeared to be very important to this team. Team leaders for each of the work sub-team changed on a regular basis. It would appear that this may have been an effort to share leadership responsibilities with all sub-team members.

The facilitator and recorder for the team meeting was

assigned based upon an alphabetical listing. This team displayed individualistic behaviors during team meetings, however before each team meeting, the team displayed some collectivistic behaviors. These behaviors included a discussion on the results of a group bowling contest, a pitch-in luncheon, and the vacations plans of various team members. However, when the supervisor entered and the meeting began, a different type and level of behavior was displayed by the team members. Team members would discontinue their personal sharing and become very task oriented.

It was not possible with the data collected to identify the masculinity versus femininity, power distance or uncertainty avoidance for this team during observed meetings.

Team 3-1 members did not set in a pre-arranged fashion during each any observed team meeting. At the beginning of each team meeting, small groups of team members would enter the room and talk quietly with employees sitting close. The two Vietnamese female employees would set together, but the other groups did not. The Chinese employees, a male and female did not set together or hold conversations with each other prior or during any of the observed Team 3-1 team meetings.

During each team meeting, when the facilitator and



scribe entered the room they would sit together and wait quietly until the supervisor entered the room. Once the supervisor entered the meeting room and took a seat the facilitator would call the team meeting to order and begin following the pre-established meeting agenda by having the recorder read and then approve the minutes of the last meeting.

The only meeting that had any degree of group conversations was the second team meeting when the supervisor was not present due to attending another organizational meeting. The team discussed the issues and was much more open to discussions and sharing. During this team meeting, the team members displayed a sense of togetherness and work identity, which was not displayed at other meetings. The supervisor's absence was the only difference between the team meetings and this absence was reflected in the behavior and openness displayed by this team during this team meeting.

#### Observation Summary of Teams

Table 11 summarizes the behavioral characteristics, traits and orientations observed and identified during the 45 team meetings for the seven multi-national work teams involved in this research.

Table 11

## Identified Team Characteristics and Orientations

Trait Team	Individualism /Collectivism		Masculinity/ Femininity		Power Distance		Uncertainty Avoidance	
	Ind.	Coll.	Masc.	Fem.	Large	Small	High	Low
1-1		X		X	N.S.D.	N.S.D.		X
1-2	X			X		X	N.S.D.	N.S.D.
1-3		X		X		X	N.S.D.	N.S.D.
2-1	N.S.D.	N.S.D.		N.S.D.		X		X
2-2	X		N.S.D.	N.S.D.	X		N.S.D.	N.S.D.
2-3	X		X		N.S.D.	N.S.D.	N.S.D.	N.S.D.
3-1	X		N.S.D.	N.S.D.	N.S.D.	N.S.D.	N.S.D.	N.S.D.
	4/7	2/7	1/7	3/7	1/7	3/7	0/7	2/7
	6/7 teams had trait identified		4/7 teams had trait identified		4/7 teams had trait identified		2/7 teams had trait identified	

X - identified trait

N.S.D. - Not sufficient data to identify characteristic

The first factor in the Social Identity Theory, as previously discussed was seeing a personal value for being viewed as a member of the team was compared to the characteristic of collectivism. The orientation of collectivism would indicate a personal value in membership on that team. The other team orientations of femininity,

low power distance, and low uncertainty avoidance would further support this Social Identity Theory factor.

Of the observed teams, only Team 1-1 and Team 1-3 displayed a collectivistic orientation and both had additional supportive orientation characteristics previously discussed. In both of these teams, there was insufficient data to identify all team orientations. The observations from these two teams would support the orientation of a social identity of members on the team as previously discussed.

The second factor dealt with the requirement that the team tasks must be viewed as having value to the organization. The characteristics utilized to measure this factor included femininity and collectivism. A femininity orientation indicates that the relationship of the group and value to the group was important. Both Team 1-1 and Team 1-3, as previously discussed were the only teams that displayed the orientation characteristics of femininity and collectivism. This would support the presence of the second factor of the Social Identity Theory.

The third factor was that individual member's desire to be a member of the team. The characteristics that would identify this factor included femininity, collectivism, small power distance and low uncertainty avoidance. There were no teams that displayed all four of these

characteristics. However, Team 1-1 and Team 1-3 displayed three of the four characteristics. In both teams, the fourth characteristics did not have sufficient data to establish an orientation.

The three factors of the Social Identity Theory were present in two of the seven observed teams during this research. These two teams, Team 1-1 and Team 1-3, appeared during the observed team meetings to be very group oriented and efforts were made to include all members in both work related and personal discussions.

## Chapter V

### Summary

As discussed previously, a significant issue in the demographics of the United States workforce is the rapid increase in foreign-born employees, especially Hispanic, in many organizations and the potential communication and language barrier this increase may create.

The communication process and the learned behavioral scripts brought to the workplace by multi-national employees may be significantly different from the expectation of other employees. The sharing of information may become a barrier in effective team functioning. The translation of information into various native languages to insure the accuracy of information is common in university research to address potential language barriers. However, the translation of work instructions or information into the native language of employees is not a prevalent practice in United States business organizations. Most, if not all communication is conducted in English. Foreign-born employees may face a barrier of understanding in the performance of their job. This language barrier also

may play a role in a foreign-born's active participation on employee work teams.

The following research questions were used to guide this study.

1. What types of interpersonal interactions are present in the communication process of multi-national teams?
2. What are approaches utilized by multi-national teams, team leaders or supervisor to effectively address cross-cultural communication differences?
3. What characteristics identified in the Social Identity Theory are present in communication patterns within multi-national teams?

Completion of this study required the following steps: (a) the selection of participant samples from organizations located in a large city in central Oklahoma, (b) the development of an team observation schedule, (c) the development of observation and data collection procedures, (d) the development of data coding procedures, (e) the collection of data, (f) the coding of the data and (g) the data analyses.

The subjects for this study were employees on seven individual multi-national workteams from three different participating organizations located in central Oklahoma. The data was collected over a period of 45 individual team

meetings involving these seven teams.

The study identified behavioral characteristics that tend to increase the employee's feeling of group membership and value. The researcher used qualitative data in the analysis of the data collected on each team.

Concise summaries of the findings are:

1. Collectivistic behavior among employees of multi-national teams is not dependent solely on multi-national lead employees or a supportive environment from organizational management.
2. Effective multi-national team communication does not involve the translation of messages and information into the native languages of the employees of the team, but an inclusive behavior displayed by the employee team leader.
3. Only two of the three factors of the Social Identity Theory were clearly identified in multi-national teams by the behavioral characteristics of collectivism, femininity, low power distance and a low level of uncertainty avoidance.

A discussion of each of these findings is in the next section.

## Discussion

### Research Question 1

The first research question was: What types of interpersonal interactions are present in the communication process of multi-national teams?

Of the seven multi-national teams observed and analyzed, a mixture of behavioral characteristics were identified as discussed in the previous chapter. Of the seven multi-national teams observed, two displayed collectivistic characteristics. A collectivistic culture places its primary value on people belonging to groups and looking after other members of the group. A collectivistic culture also places value on the status of the groups. One seeks to become part of a high status group.

The remaining five teams displayed individualistic characteristics. Individualistic social beliefs place high value on individual accomplishment and rewards are based upon task completion. Autonomy, competitiveness and self-sufficiency are important in an individualistic culture.

The characteristic of masculinity versus femininity was identified in each of the observed teams. Two of the teams displayed the characteristics of masculinity, three displayed femininity and two displayed a balance between masculinity and femininity.

A team with masculinity behavior would tend to believe that the dominant values power, money and possession or knowledge of information should be demonstrated on the team.



A team with femininity characteristics would tend to believe that the dominant value of members on the team would include caring for others and the working together to improve the quality of life for all on the team. All members of the culture regardless of gender hold these values.

The characteristic of femininity was displayed by both of the collectivistic teams. This would tend to support the identification of these teams as holding a collectivistic belief. The only other team displaying femininity was a team that was identified as individualistic in behavior. However this team, Team 1-2, as previously discussed, had a lead employee that was not actively involved in the interpersonal interactions of the team members. The individual members of this team did display the characteristics of femininity as previously discussed.

The observed results from the characteristics of power distance and uncertainty avoidance were not sufficient to identify any significant differences between collectivistic behavior and individualistic behavior teams.

#### Research Question 2

The second research question was: What are approaches utilized by multi-national teams, team leaders or

supervisors to effectively address cross-cultural communication differences?

The behavior displayed by the identified collectivistic team appeared to be effective in addressing the issue of cross-cultural communications. Team 1-1 and Team 1-3 both had lead employees, and both of these team leaders were actively involved in the interpersonal interactions of the team members.

The lead employee or team leader of Team 1-1 was Hispanic and he made efforts to insure that all information was shared with all employees including the Hispanic members. Some information was translated into Spanish to enable the Hispanic members to understand. This lead employee would spend time translating conversations and information into either Spanish or English, depending on who initiated the interaction. This team's behavior would tend to support the belief that it might be important for team leaders and supervisor to be bilingual.

However, the lead employee on Team 1-3 was not Hispanic and did not speak Spanish. He was also actively involved in the interpersonal interactions that took place within the team. This team leader utilized the Hispanic employees on the team to translate and assist other Hispanic employees. This team leader displayed an understanding of ethnic

background and told the Hispanic employees to be proud of their background.

This team leader displayed a concern for each employee and included all employees in any team discussions. The view that immigrants should acquire English proficiency, previously discussed was not supported by the observed behavior of this team.

It would appear from the samples of this study that the important approach in multi-national team communication is the behavior of inclusion by the leader of the team. This inclusion does not appear to require the leader to be bilingual, but requires the leader to have the skill or skills of group inclusion.

### Research Question 3

The third research question that guided this research was: What characteristics identified in the Social Identity Theory are present in communication patterns within multi-national teams?

There are three factors involved in the Social Identity Theory. The factors of team membership, task value and individual desires to be a member of the team were reviewed based upon this study.

As previously discussed, the behavioral characteristics that would support the Social Identity Theory factor of team membership was collectivism. An orientation of femininity, low power distance and low uncertainty avoidance would further support this factor. Only Team 1-1 and Team 1-3 displayed the characteristic of collectivism.

Team 1-1 displayed the behavioral characteristic of collectivism that supports the first factor. The factor of team membership was further supported by Team 1-1 with the behavioral characteristics of femininity and low uncertainty avoidance. As previously discussed these characteristics further support the factor of team membership.

Team 1-3 also displayed the behavioral orientation of collectivism. The factor of team membership was further supported by Team 1-3 with the behavioral characteristics of femininity and small power distance. As previously discussed these characteristics further support the factor of team membership.

The second factor of the Social Identity Theory was that team tasks must be viewed as having value. This factor was supported by the behavioral characteristics of collectivism and femininity.

Team 1-1 and Team 1-3 displayed the behavioral characteristic of collectivism and femininity that supports the second factor as previously discussed.

The third factor of the Social Identity Theory was that individual members desire to be a member of the team. This factor was supported by the behavioral characteristics of collectivism, femininity, small power distance and low uncertainty avoidance.

Both Team 1-1 and Team 1-3 displayed three of the four identified behavioral characteristics which supported the third factor. In the documented observations, there was not sufficient data to identify all characteristics.

#### Implications for Practice

The increasing number of foreign-born employees in the United States workforce has created a concern dealing with effective communication of policies, procedures and workplace issues. This communication concern was addressed by the three organizations that participated in this study.

The approach of multi-national Team 1-1 and Team 1-3 involved in this study indicated that the skills of inclusion are important in gaining the participation of multi-national employees. This inclusion did not simply include the translation of information by team leaders, but included an effort by Team 1-1 and Team 1-3 team leaders to show a concern for the individuals and the group.

This inclusive behavior was displayed by the team leaders in asking about family, friends and other personal

items. The team leaders showed a concern about the job comfort and personal interests of the team members.

Team 1-1 and Team 1-3 both displayed a high level of team identity during the observed team meetings. The team leader's displayed behavior appeared to have an influence when compared to the other observed multi-national work teams. Members of these teams helped each other on the job and off the job. Team members would spend their free time together in activities such as cultural celebrations.

An important issue is for a multi-national team leader, to develop a feeling of team identity among all team members. The team leaders ability to speak in the native language of a team member was not as important as the team leader's displaying the behavior of inclusion.

The current practice in United States organizations to assign team leader responsibilities to an employee who is effective in performing the tasks is based upon a false assumption. The team leaders should be individuals who effectively display the behavior of inclusion. Bi-lingual team leaders are not necessary if the team leader displays inclusion to all members of the team. The ability to effectively perform tasks does not indicate the ability to effectively work with others. Team leaders should be selected on the characteristics of behavior not job performance. The selection of team leaders on prior job

performance indicates to team members that job performance is the primary concern to the organization.

It would be effective for business organizations to devote efforts in providing training to team leaders in the effective behavior of inclusion. If members feel that they are respected and see a value in membership on the workteam, the issue of language and culture are not significant.

Organizations that are creating employee workteams need to be aware of the factors from the Social Identity Theory when initially organizing workteams. Some organizations establish workteams involving all employees in a work area and have mandatory attendance requirements at all team meetings. Workplace democracy places the decision on participation not with the employer, but with the employee. With workplace democracy, the employees must be given the right not to participate if they chose. If attendance is mandatory, the level of effective participation will be reduced. The identification with a workteam must be the individual decision of each employee. If an employee decided not to participate, the employee must be given that opportunity.

An additional issue is an opportunity for the team to have a sharing opportunity during the team meeting. Organizations should establish a regular period of time where the team members can have a social period. This

social period creates a sense of value and belonging to each member. Teams should not be guided by a prearranged agenda that only discusses business issues and concerns. Teams must have an arranged time for socialization among members during the team meeting.

An effective team is composed of members who chose to belong to the team. The opportunity for personal sharing and understanding is important in developing a sense of belonging and value for the team members.

With the need for effective interpersonal interactions to develop a sense of belonging the size of workteams should be controlled. Increasing the number of team members does not increase the level of participation among team members. The primary concern should be on the interaction opportunities among all team members.

Team members must see a personal or group value to participate in team activities. The successful completion of tasks by a team are based upon the perceived value to the members and the group. The development of an incentive payment plan for workteams does not create this sense of personal or group values. Workteam members must share in the economic benefits accruing from their decisions, not an incentive payment plan that does not provide full economic benefits for the decision.

Wagner(2000) predicted that recent immigrants may



suffer economic hardships and disadvantages due to a lack of English proficiency. Based upon this study, this prediction was not correct. With the display of inclusion by team leaders, recent immigrants did not suffer economic hardships and disadvantages.

The economic gap between native and recent immigrants will narrow without the necessity of English proficiency. This was shown by the low turnover rate among the team members. The jobs involved in this study were entry level positions and had a small turn-over rate. The primary requirement for economic gains among multi-national employees is being included in the team process. This requirement does not require English proficiency, only the team members desire to participate and be part of a team with a social identity.

Lazear(1999) supported a view that as immigration community increases, the need for assimilation and English proficiency may be reduced. Lazear(1999) stated that 85 percent of the immigrants into the United States were fluent in English in the 1900s and this level had dropped to 68 percent by the 1990s. This drop may be caused by an increase in immigrants and a better understanding of the general cultural differences that exist within the United States. Efforts to understand the cultural differences among multi-national employees does help in establishing an

effective workteam. These efforts also result in gaining a better understanding between employees on the team.

An opportunity to have a sharing period during team meetings provides team members to better understand cultural and social differences. During the discussion of personal experiences provides all employees an opportunity to identify similarities among all employees.

The view supported by Johnson(1993) that one of the primary failures of teams in the lack of clear information sharing was not created by multi-national team members limited understanding of English. The efforts of the team leader from Team 1-3 would tend to indicate that understanding of information tends to be based upon the sharing process and language differences may be resolved with more effort in clearly sharing information. The primary failure of unclear information is due to a lack of complete information, not a language barrier.

The team leader of Team 1-3 did not speak Spanish, but in team meetings efforts were made to insure all members understood the information. Hispanic members that spoke both English and Spanish would effectively share the information from the team leader. This sharing process enabled the Spanish speaking members to understand the various messages and concerns being addressed by the team leader.

The team leader from Team 1-3 was effective in developing a climate of sharing among all members of the team. Language was not a barrier for members of this team. A high level of concern, interest and team identity was displayed by all members of this team irregardless of background.

In a discussion of learned scripts, Thomas(1999)stated that differing expectations and interpersonal styles of individuals are based upon learned scripts based upon native culture and education. However it would appear that these expectations may be changed through a process of effective team communication and sharing. The learned scripts from the native culture can be changed through a shared experiences with teams members. The observations from Team 1-3 tended to indicate that learned scripts can be changed based upon the interpersonal interactions of team members and the team leader. A significant item learned from this team was that the learned scripts can be modified by workplace experiences.

The characteristics of power or status was not displayed, rather the behavior of caring for others and the working together to improve the quality of life for all on the team was demonstrated.

The establishment of a period of time within team meeting for sharing might be beneficial in developing a team

feeling of value. When the behavior of caring, sharing and quality of life were displayed to the teams in this study, the level of communication between members tended to rise.

This feeling of inclusion is a basic premise of collectivism, and femininity. The display of these behaviors could improve perceived value of team membership and, therefore, improve the effectiveness of multi-national teams. This perceived value might help in reducing the barrier of language on teams with employees that are not fluent in English.

#### Recommendations for Future Research

Further research needs to be conducted dealing with the specific behavior beliefs of individual team members and team leaders. Each of the characteristics studied in this research should be further investigated to analyze the influence each has on multi-national work teams.

The team leaders of both Team 1-1 and Team 1-3 showed the behavior of inclusion. Written job descriptions for these positions were not reviewed and the specific duties of individual team leaders were not discussed in any detail during the study. An important issue might be the supervisory expectation and specific job responsibilities of the team leader dealing with team leadership and motivation. In Organization 1, is the team leader expected to provide

leadership and aid in the motivation of the work group? A detailed research study involving specific job duties and the identification of behavioral characteristics of team leaders and the team behavior would be helpful.

According to Merriam (1988) the purpose of qualitative research is not to establish abstract theory. The purpose of qualitative research is to observe and document specific applications of an abstract theory with specific details to arrive at concrete universal applications of the theory. These concrete universals aid in finding the general abstract theory in the particular details of the study.

Merriam (1988) states:

"To enhance the possibility of a case study's results generalizing in any of these senses (working hypotheses, concrete universals, naturalistic generalization, user generalization), the investigator has to provide a detailed description of the study's context" (p. 177).

To aid in the identification of concrete universal concepts in multi-national workteams, the following topics should be the subject of further research among multi-national workteams. The research topics include the influence of workplace changes on culturally learned scripts. Does the interpersonal interactions that occur during job performance and team meetings tend to change or reinforce the multi-national team member's socially learned

scripts? What specific activity, or behavior aided in the new learned scripts? What influence did the team and team leader have on the new learned scripts?

A further topic for research should involve the orientations of power distance and uncertainty avoidance. These cultureal characteristics require further research during team meetings and during the performance of job duties.

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## Appendix A

I Am Joaquin

I Am Joaquin  
by Corky Gonzales

**I am Joaquin**, lost in a world of confusion,  
caught up in the whirl of a gringo society,  
confused by the rules, scorned by attitudes,  
suppressed by manipulation, and destroyed by modern society.

My fathers have lost the economic battle  
and won the struggle of cultural survival.  
And now! I must choose between the paradox of  
victory of the spirit, despite physical hunger,  
or to exist in the grasp of American social neurosis  
, sterilization of the soul and a full stomach.

Yes, I have come a long way to nowhere,  
unwillingly dragged by that monstrous, technical,  
industrial giant called Progress and Anglo success....

I look at myself.  
I watch my brothers.  
I shed tears of sorrow. I sow seeds of hate.  
I withdraw to the safety within the circle of life --  
MY OWN PEOPLE

I am Cuauhtemoc, proud and noble,  
leader of men, king of an empire civilized  
beyond the dreams of the gachupin Cortes,  
who also is the blood, the image of myself.  
I am the Maya prince.  
I am Nezahualcoyotl, great leader of the Chichimecas.  
I am the sword and flame of Cortes the despot  
And I am the eagle and serpent of the Aztec civilization.

I owned the land as far as the eye  
could see under the Crown of Spain,  
and I toiled on my Earth and gave my Indian sweat and blood  
for the Spanish master who ruled with tyranny over man and  
beast and all that he could trample

But...THE GROUND WAS MINE.

I was both tyrant and slave.  
As the Christian church took its place in God's name,  
to take and use my virgin strength and trusting faith,  
the priests, both good and bad, took--  
but gave a lasting truth that Spaniard Indian Mestizo  
were all God's children.

And from these words grew men who prayed and fought  
for their own worth as human beings, for that  
GOLDEN MOMENT of FREEDOM.

I was part in blood and spirit of that courageous village priest  
Hidalgo who in the year eighteen hundred and ten  
rang the bell of independence and gave out that lasting cry--  
El Grito de Dolores  
"Que mueran los gachupines y que viva la Virgen de Guadalupe...."



I sentenced him who was me I excommunicated him, my blood.  
I drove him from the pulpit to lead a bloody revolution for him and  
me...

I killed him.  
who have come this way,  
I placed on that fortress wall  
to wait for independence. Morelos! Matamoros! Guerrero!  
all companeros in the act, STOOD AGAINST THAT WALL OF INFAMY  
to feel the hot gouge of lead which my hands made.  
I died with them ... I lived with them .... I lived to see our country  
free.

Free from Spanish rule in eighteen-hundred-twenty-one.

Mexico was free??

The crown was gone but all it's parasites remained,  
and ruled, and taught, with gun and flame and mystic power.

I worked, I sweated, I bled, I prayed,  
and waited silently for life to begin again.

I fought and died for Don Benito Juarez, guardian of the Constitution.

I was he on dusty roads on barren land as he protected his archives  
as Moses did his sacraments. He held his Mexico in his hand on  
the most desolate and remote ground which was his country.

And this giant little Zapotec gave not one palm's breadth  
of his country's land to kings or monarchs or presidents of foreign  
powers.

I am Joaquin.

I rode with Pancho Villa,  
crude and arm, a tornado at full strength,  
nourished and inspired by the passion and the fire of all his earthy  
people.

I am Emiliano Zapata.

"This land, this earth is OURS."

## Appendix B

Key differences between  
small and large power distance societies

Key differences between small and large power distance societies  
 I: general norm, family, school, and workplace (Hofstede, 1997, page 37)

Small power distance	Large power distance
Inequalities among people should be minimized	Inequalities among people are both expected and desired
There should be, and there is to some extent, interdependence between less and more powerful people	Less powerful people should be dependent on the more powerful; in practice, less powerful people are polarized between dependence and counterdependence
Parents treat children as equals	Parents teach children obedience
Children treat parents as equals	Children treat parents with respect
Teachers expect initiatives from students in class	Teachers are expected to take all initiatives in class
Teachers are experts who transfer impersonal truths	Teachers are gurus who transfer personal wisdom
Students treat teachers as equals	Students treat teachers with respect
More educated persons hold less authoritarian values than less educated persons	Both more and less educated persons show almost equally authoritarian values
Hierarchy in organizations means an inequality of roles, established for convenience	Hierarchy in organizations reflects the existential inequalities between higher-up and lower-downs
Decentralization is popular	Centralization is popular
Narrow salary range between top and bottom of organization	Wide salary range between top and bottom of organization
Subordinates expect to be consulted	Subordinates expect to be told what to do
The ideal boss is a resourceful democrat	The ideal boss is a benevolent autocrat or good father
Privileges and status symbols are frowned upon	Privileges and status symbols for managers are both expected and popular

## Appendix C

Key differences between feminine and masculine societies

Key differences between feminine and masculine societies  
 I: general norm, family, school, and workplace (Hofstede, 1997, page 96)

Feminine	Masculine
Dominant values in society are caring for others and preservation	Dominant values in society are material success and progress
People and warm relationships are important	Money and things are important
Everybody is supposed to be modest	Men are supposed to be assertive, ambitious, and tough
Both men and women are allowed to be tender and to be concerned with relationships	Women are supposed to be tender and to take care of relationships
In the family, both fathers and mothers deal with facts and feelings	In the family, fathers deal with facts and mothers with feelings
Both boys and girls are allowed to cry but neither should fight	Girls cry, boys don't; boys should fight back when attacked, girls shouldn't fight
Sympathy for the weak	Sympathy for the strong
Average student is the norm	Best student is the norm
Failing in school is a minor accident	Failing in school is a disaster
Friendliness in teachers appreciated	Brilliance in teachers appreciated
Boys and girls study same subjects	Boys and girls study different subjects
Work in order to live	Live in order to work
Managers use intuition and strive for consensus	Managers expected to be decisive and assertive
Stress on equality, solidarity, and quality of work life	Stress on equity, competition among colleagues, and performance
Resolution of conflicts by compromise and negotiation	Resolution of conflicts by fighting them out

## Appendix D

### Key differences

between weak and strong uncertainty avoidance societies

Key differences between weak and strong uncertainty avoidance societies  
 I: general norm, family, school, and workplace (Hofstede, 1997, page 125)

Weak uncertainty avoidance	Strong uncertainty avoidance
Uncertainty is a normal feature of life and each day is accepted as it comes	The uncertainty inherent in life is felt as a continuous threat which must be fought
Low stress; subjective feeling of well-being	High stress; subjective feeling of anxiety
Aggression and emotions should not be shown	Aggression and emotions may at proper times and places be ventilated
Comfortable in ambiguous situations and with unfamiliar risks	Acceptance of familiar risks; fear of ambiguous situations and of unfamiliar risks
Lenient rules for children on what is dirty and taboo	Tight rules for children on what is dirty and taboo
What is different, is curious	What is different, is dangerous
Students comfortable with open-ended learning situations and concerned with good discussions	Students comfortable in structured learning situations and concerned with the right answers
Teachers may say 'I don't know'	Teachers supposed to have all the answers
There should not be more rules than is strictly necessary	Emotional need for rules, even if these will never work
Time is a framework for orientation	Time is money
Comfortable feeling when lazy; hard-working only when needed	Emotional need to be busy; inner urge to work hard
Precision and punctuality have to be learned	Precision and punctuality come naturally
Tolerance of deviant and innovative ideas and behavior	Suppression of deviant ideas and behavior; resistance to innovation
Motivation by achievement and esteem or belongingness	Motivation by security and esteem or belongingness

## Appendix E

### Key differences

between collectivist and individualist societies



Key differences between collectivist and individualist societies  
 I: general norm, family, school, and workplace (Hofstede, 1997, page 67)

Collectivist	Individualist
People are born into extended families or other ingroups which continue to protect them in exchange for loyalty	Everyone grows up to look after him/herself and his/her immediate(nuclear) family only
Identity is based in the social network to which one belongs	Identity is based in the individual
Children learn to think in terms of 'we'	Children learn to think in terms of 'I'
Harmony should always be maintained and direct confrontations avoided	Speaking one's mind is a characteristic of an honest person
High-context communication	Low-context communication
Trespassing leads to shame and loss of face for self and group	Trespassing leads to guilt and loss of self-respect
Purpose of education is learning how to do	Purpose of education is learning how to learn
Diplomas provide entry to higher status groups	Diplomas increase economic worth and/or self-respect
Relationship employer-employee is perceived in moral terms, like a family link	Relationship employer-employee is a contract supposed to be based on mutual advantage
Hiring and promotion decisions take employees' ingroup into account	Hiring and promotion decisions are supposed to be based on skills and rules only
Management is management of groups	Management is management of individuals
Relationship prevails over task	Task prevails over relationship

## Appendix F

Key differences  
between short-term and long-term orientation societies

Key differences between short-term and long-term orientation societies  
(Hofstede, 1997, page 173)

Short-term orientation	Long-term orientation
Respect for tradition	Adaptation of traditions to a modern context
Respect for social and status obligations regardless of cost	Respect for social and status obligations within limits
Social pressure to 'keep up with the Joneses' even if it means overspending	Thrift, being sparing with resources
Small savings quote, little money for investment	Large savings quote, funds available for investment
Quick results expected	Perseverance towards slow results
Concern with 'face'	Willingness to subordinate oneself for a purpose
Concern with possessing the Truth	Concern with respecting the demands of Virtue

## Appendix G

## 18 Behavioral Characteristics

## 18 Behavioral Characteristics

1. During the meeting which item appears most important to team members?
2. During the meeting which item appears most important to team leader?
3. During the meeting the team member identity appeared based upon?
4. During the meeting the team leader identity appeared based upon?
5. During the meeting did the relationship between team members appear important to the leader?
6. During the meeting the relationship between the leader and the team was more like?
7. During the meeting the team leader message was basically: High context or low context
8. During the meeting, the team leader used which pronouns: We/I?
9. During the meeting did the relationship between team members appear important?
10. During the meeting which seems more important to the team?
11. During the meeting which seems more important to the team leader?
12. How was the supervisor addressed during this team meeting?
13. During the meeting, was everyone treated as an equal?
14. During the meeting which was more important to the team?
15. During the meeting which is more important to the team leader?
16. During the meeting, how did the team view time?
17. During the meeting, how did the team leader view time?

18. During the meeting, were native languages spoken among members of group?

## Appendix H

## Classification of the 18 Behavioral Characteristics

## Classification of the 18 Behavioral Characteristics

### Collectivism/Individualism

1. During the meeting which item appears most important to team members?(Relationship versus Task)
2. During the meeting which item appears most important to team leader?(Relationship versus Task)
3. During the meeting the team member identity appeared based upon?(Group versus Individual)
4. During the meeting the team leader identity appeared based upon?(Group versus Individual)
5. During the meeting did the relationship between team members appear important to the leader?(Yes or No)
6. During the meeting the relationship between the leader and the team was more like?(Family or business)
7. During the meeting the team leader message was basically:(High context or low context)
8. During the meeting, the team leader used which pronouns: We/I?

### Masculinity versus Femininity

9. During the meeting did the relationship between team members appear important?(Yes or No)
10. During the meeting which seems more important to the team?(Quality of work life or Job performance)
11. During the meeting which seems more important to the team leader?(Quality of work life or Job performance)



Power Distance

12. How was the supervisor addressed during this team meeting?(High respect versus low respect)
13. During the meeting, was everyone treated as an equal?(Yes versus No)

Uncertainty

14. During the meeting which was more important to the team?  
(Achievement or Belonging)
15. During the meeting which is more important to the team leader? (Achievement or Belonging)
16. During the meeting, how did the team view time?  
(Framework or money)
17. During the meeting, how did the team leader view time?  
(Framework or money)
18. During the meeting, were native languages spoken among members of group?(Yes or No)

Appendix I  
Institutional Review Board Form

**Oklahoma State University  
Institutional Review Board**

Protocol Expires: 10/1/01

Date : Monday, October 02, 2000

IRB Application No ED0131

Proposal Title: THE EFFECT OF MULTI-NATIONAL TEAM MEMBERSHIP ON COMMUNICATION AND PARTICIPATION EFFECTIVENESS

Principal  
Investigator(s) :

James R. Schwark  
210 Willard  
Stillwater, OK 74078

Robert Nolan  
210 Willard  
Stillwater, OK 74078

Reviewed and  
Processed as: Exempt

Approval Status Recommended by Reviewer(s) : Approved

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Signature :



Carol Olson, Director of University Research Compliance

Monday, October 02, 2000

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

Figure # 1

## Meeting Area

Team 1-1

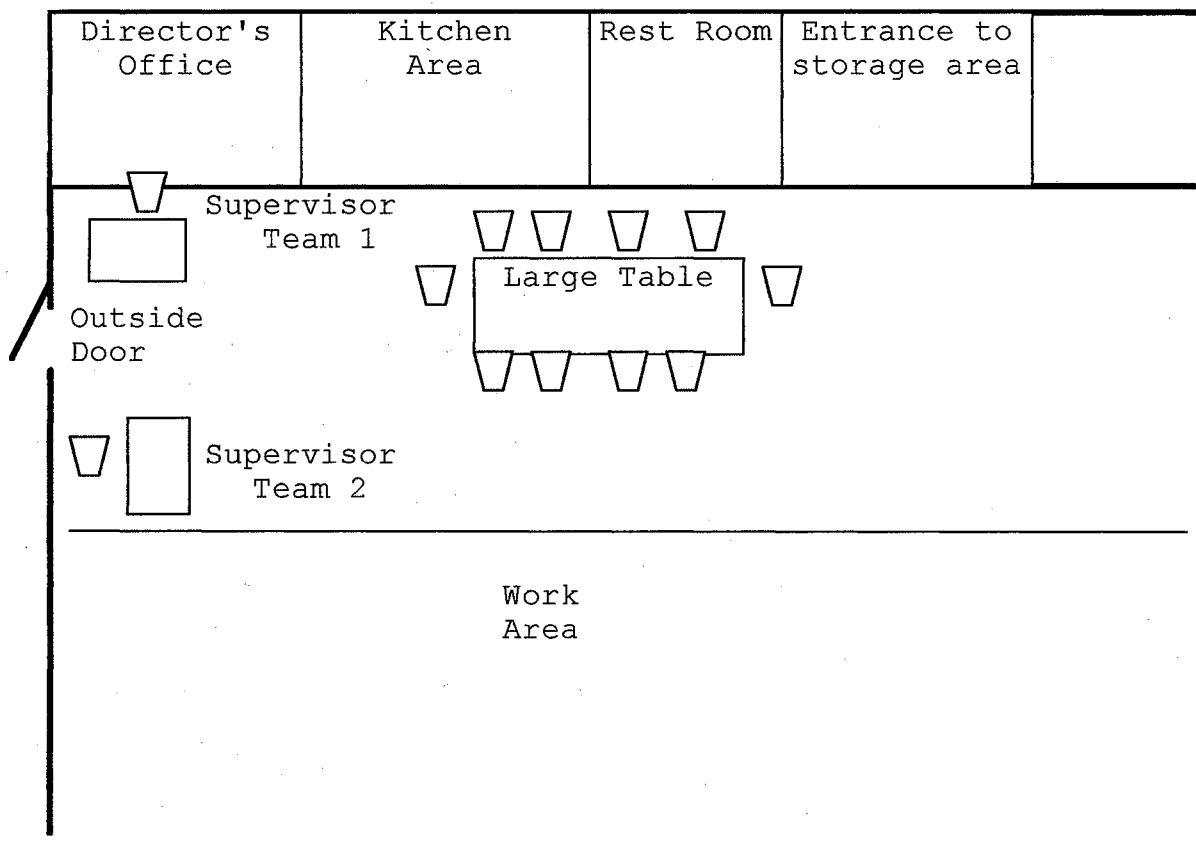


Figure # 2  
Meeting Area  
Team 1-2

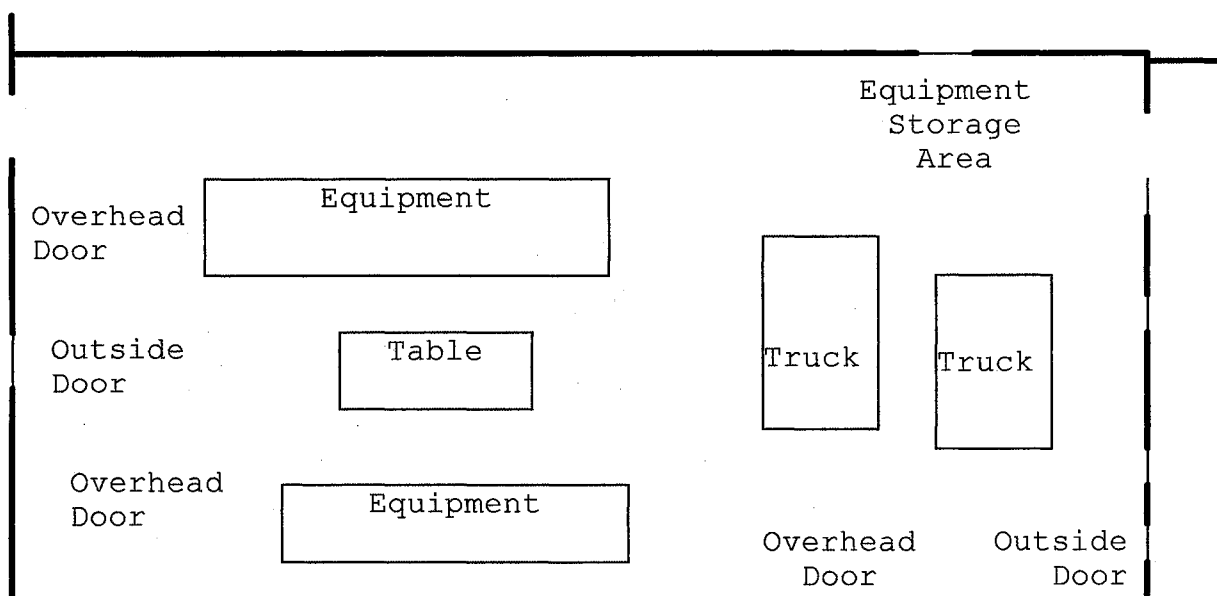


Figure # 3

Meeting Area

Team 1-3

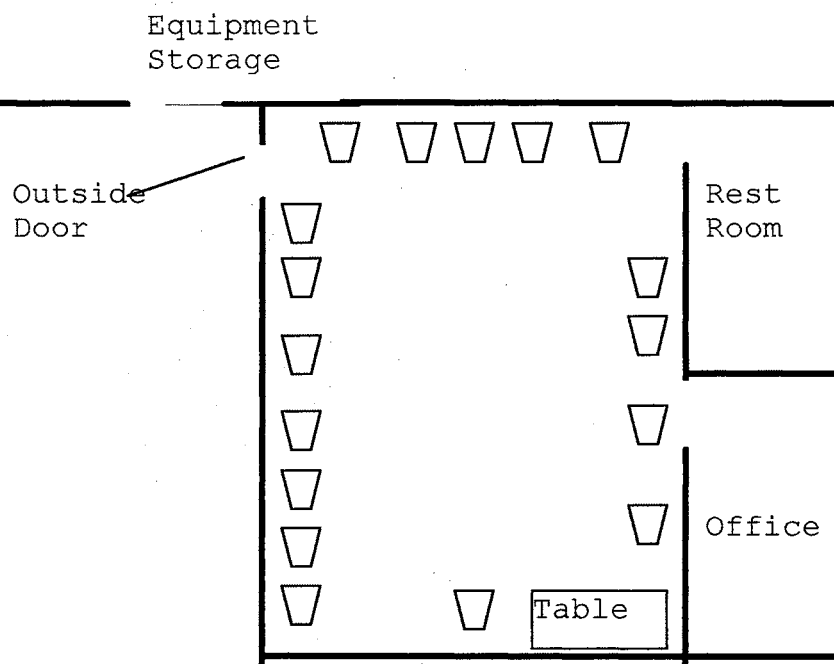


Figure # 4

## Meeting Area

Team 2-1

Team 2-2

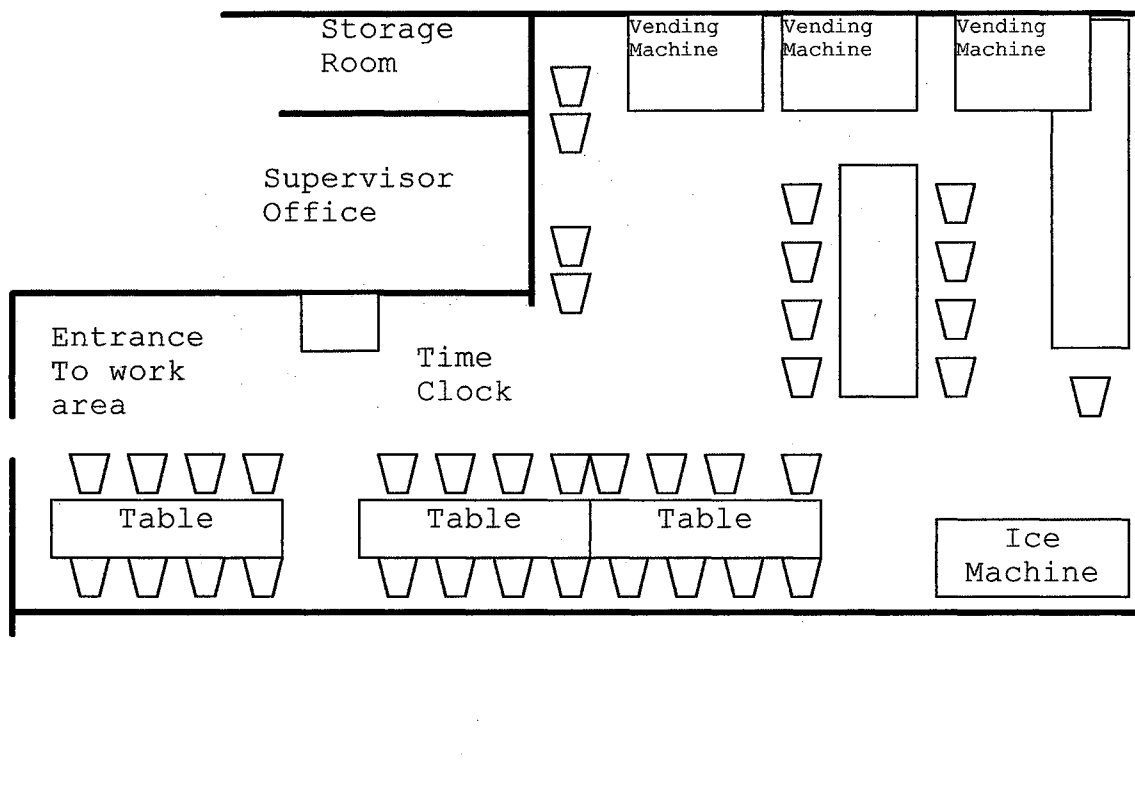


Figure # 5

## Meeting Area

Team 2-3

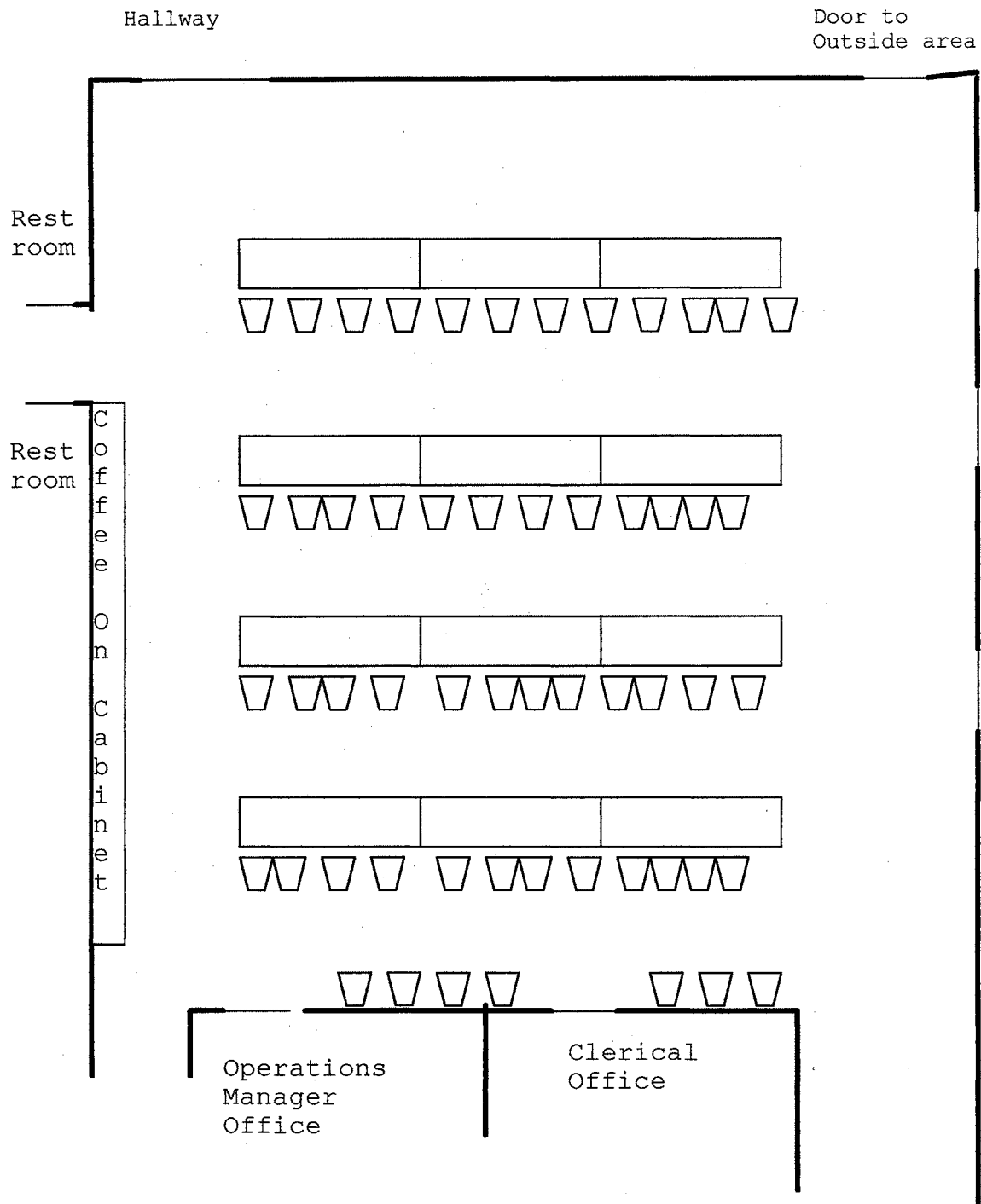
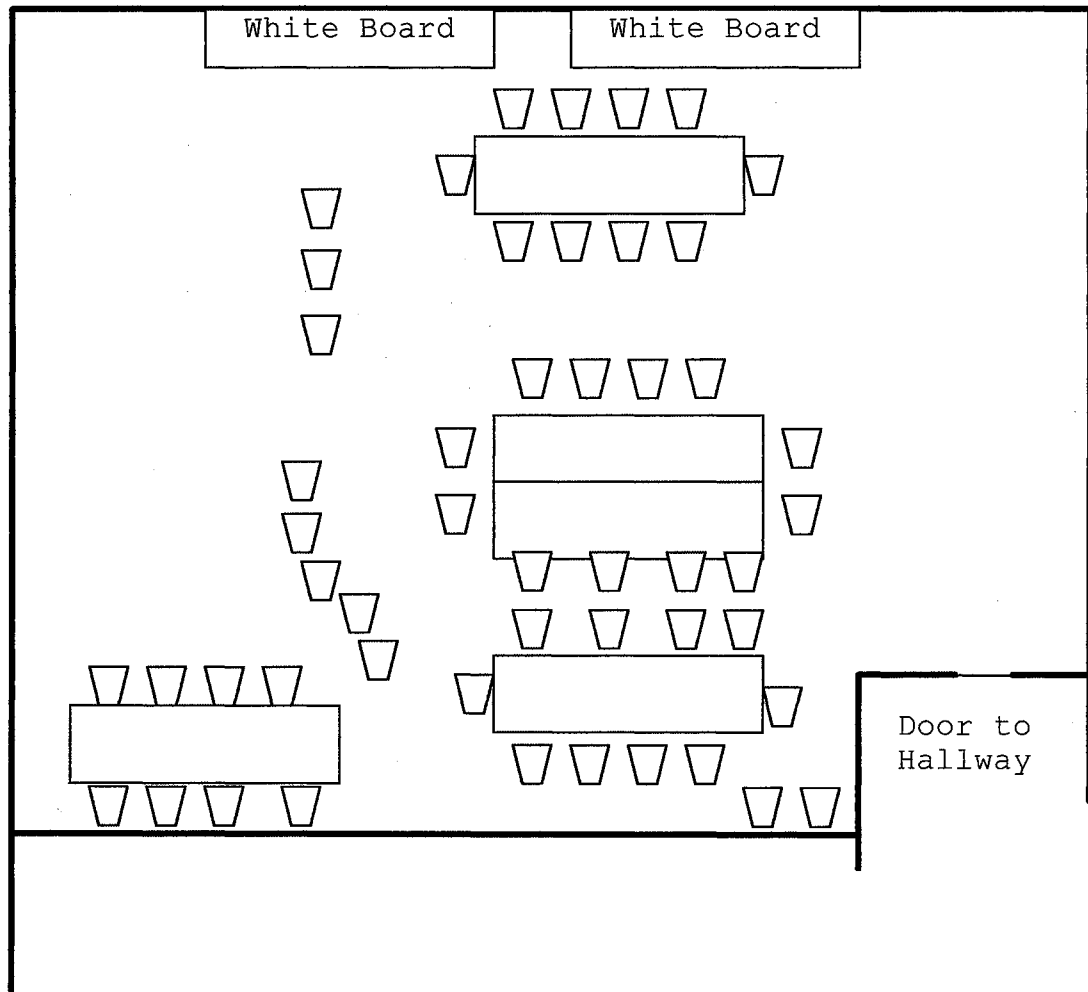




Figure # 6  
Meeting Area  
Team 3-1



VITA 2

James R. Schwark

Candidate for the Degree of

Doctor of Education

Thesis: THE EFFECT OF MULTI-NATIONAL TEAM MEMBERSHIP  
ON COMMUNICATION AND PARTICIPATION EFFECTIVENESS

Major Field: Occupational and Adult Education

Biographical:

Education: Graduated from Connersville High School, Connersville, Indiana in May 1963; received Bachelor of Science degree in Business Administration from Indiana University, Bloomington, Indiana in June, 1967; received Master of Arts degree in Business Administration from Ball State University, Muncie, Indiana in June, 1976. Completed the requirements for the Doctor of Education degree with a major in Occupational and Adult Education at Oklahoma State University in May, 2002.

Experience: Worked for Western Electric/A.T.&T./Lucent Technologies from 1967 until 2001 in a variety of management responsibilities. Dean, Division of Business for Oklahoma City Community College, Oklahoma City, Oklahoma, 2001 to present.